

# GRADUATE STUDIES



BLOOMSBURG STATE COLLEGE

BLOOMSBURG, PENNSYLVANIA

APRIL 1, 1967

## GRADUATE BULLETIN

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April, 1967

BLOOMSBURG STATE COLLEGE

BLOOMSBURG, PENNSYLVANIA

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### ACCREDITED BY

Pennsylvania State Council of Education  
Middle States Association of Colleges and Secondary Schools  
National Council for Accreditation of Teacher Education

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SUTLIFF HALL

Modern Classroom Building

## THE COLLEGE

### LOCATION

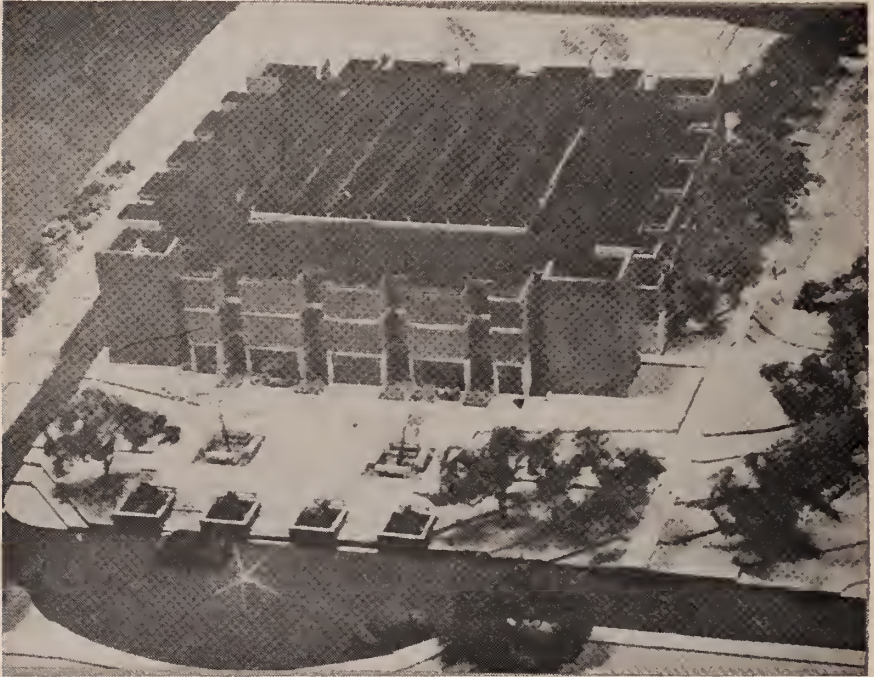
Situated on a hill overlooking the beautiful Susquehanna River, the Bloomsburg State College campus of more than 100 acres is within the town limits of Bloomsburg. This thriving community, with a population in excess of 10,000, is located 75 miles northeast of Harrisburg on U. S. Route 11. Regularly scheduled public transportation is available to surrounding cities and towns with express bus service to Philadelphia, 125 miles southeast, New York City, 155 miles east, and Washington, D.C., 185 miles south.

### HISTORY

The Bloomsburg State College has passed through many stages since the founding of the Bloomsburg Academy in 1839. The Academy became the Bloomsburg Literary Institute in 1856 and by 1869 was designated as the Bloomsburg Literary Institute and State Normal School. In 1927 the Bloomsburg State Normal School, a name acquired in 1916, became the Bloomsburg State Teachers College. With the change in name, the long-established program for the training of elementary teachers was enlarged to include a four-year degree curriculum. A business teacher-training program was introduced in 1930 as a part of the expansion of curricular offerings for secondary school teachers. By 1950 the college was fully accredited by the Middle States Association of Colleges and Secondary Schools, an accreditation which was reaffirmed in 1960 and extended to include a program of graduate studies. This same year the college reached another historic milestone in its life as it became the Bloomsburg State College.

## ACCREDITATION

Bloomsburg State College is fully accredited by the National Council for Accreditation of Teacher Education and the Middle States Association of Colleges and Secondary Schools, and has been approved to offer the Master of Education degree by the Pennsylvania State Board of Education.



Artist's Model of New Library

## CAMPUS

For several years before college enrollments began to soar, President Andruss and the Board of Trustees sensed the need for a coordinated long-range campus plan for building and development. The idea bore fruit in 1957 when Bloomsburg became the first State Teachers College in Pennsylvania to have a campus plan approved by the Department of Public Instruction. The development of the campus plan has been accompanied by the most extensive building program in the history of the college. Since 1956 the General State Authority has listed for Bloomsburg twenty-eight projects totaling more than \$23,000,000.



Twelve of these projects have been completed or will be completed during 1967, at a cost of approximately \$6,760,000. They include: College Commons (1956), Sutliff Hall (1959), New North Hall Dormitory for Men (1960), an extension of utilities (1960), facilities for Special Education (1961), East and West Hall Dormitories for Women (1964), two additions which have doubled the capacity of the heating plant (1964), new air-conditioned Library (1966), and a new air-conditioned Auditorium to seat 2,000 (1967). Construction began in 1966 on another extension of utilities and a dormitory for 300 men costing \$1,800,000.

Construction has also been started on another Men's Dormitory (672) and a Science and Classroom building. Both are scheduled for completion in September, 1968 at a total cost exceeding \$5,000,000. Funds have been allocated and preliminary designs submitted for four projects to be constructed at a cost of \$2,736,000. When these are completed, the college will have a new Athletic Field, an air-conditioned Dining Hall seating 1,000 students, the first phase of a Student Center, and a new parking area for 350 cars. Architects' sketches for a \$1,204,000 extension of utilities will begin as soon as the current revision of the campus plan is approved.

Planning and design work began in the summer of 1966 for a Women's Dormitory (400) to be constructed on the site of old Science Hall. A classroom building near the new Library, a Field House - Gymnasium seating 4,000 spectators and a Maintenance Building - Garage. Nearly \$5,500,000 will be earmarked for the construction of these buildings.

Early in 1966 the college requested design and construction funds of nearly \$3,000,000 for land purchases, site development, parking and recreation areas, and an administration - fiscal - supply building. Requests have also been submitted for a classroom building, a Men's Dormitory (300), a Women's Dormitory (300), and a Dining Hall and Kitchen.

The revision of the campus plan will provide sites for additional buildings on the recently acquired sixty-eight acres which formerly comprised the Bloomsburg Golf Course and the Magee tract.

## LIVING ACCOMMODATIONS

Housing for Bloomsburg State College students is available in modern well-kept dormitories. Meals are served in the pleasant atmosphere of the College Commons. These facilities are available to graduate students during the summer term at a reasonable cost. Requests for information concerning available dormitory accommodations may be secured by writing the Dean of Students.

## **LIBRARY**

The College Library, located in the center of the campus academic area, was completed in August, 1966. Completely air-conditioned, it provides seating for 750 student readers, shelves for 200,000 volumes, a Treasure room, an Archives room, an Audio-visual Education Center, three classrooms, a curriculum materials center, and related facilities. Professional librarians, including a reference librarian, are available to assist graduate students in their research activities.

The ever-increasing collection of books and bound periodicals now totals more than 100,000 volumes and is supplemented by an extensive picture and pamphlet file. Library holdings related to fields of graduate study are being constantly supplemented by the acquisition of newly published books as well as books published in the past which should be of value to the student engaged in research. The Bloomsburg Public Library with its 30,000 volumes is also available to students of the college.

In addition to books and bound periodicals, graduate students will have access to more than twenty newspapers and over 600 current periodicals. Augmenting these are materials in various microforms. Inter-library loan service will provide the graduate student with an opportunity to secure selected books and microfilms not included in the holdings of the college library.

## **GRADUATE STUDIES PROGRAM**

On June 9, 1960, the State Council of Education of the Commonwealth of Pennsylvania authorized the Bloomsburg State College to inaugurate a program of graduate studies and to confer the Master of Education degree. Graduate courses for students desiring to secure the Master of Education degree in Business Education, Elementary Education, Biology, English, History, Reading, General Speech, Social Studies, Speech Correction, and Special Education for the Mentally Retarded are now offered by the College. The program is under the direction of the Division of Graduate Studies operating within the framework of policies and curriculums developed and approved by the Graduate Council of the College.

## **PURPOSE AND OBJECTIVES**

The need for professional education for teachers extending beyond the undergraduate level has long been recognized by educational leaders throughout the United States. In recent years the Pennsylvania State Council of Education has taken positive action to improve instruction in public schools by upgrading certification requirements for teachers. This action indicates a clear recognition by the State Council of the need for training beyond the Bachelor's degree. Mandated salary

schedules which provide salary differentials for holders of master's degrees in the form of higher maximum salaries give additional recognition of the value of graduate study.

The program of graduate studies at Bloomsburg State College has as its primary purpose the increasing of the competency of teachers in Pennsylvania. To achieve this purpose, the following specific objectives, as they relate to the individual student, have been developed.

1. To encourage independent thought and initiative and develop problem-solving ability.
2. To provide an incentive for continuing professional growth.
3. To develop a basic understanding of research methods and techniques so that reports of research in the field of education may be correctly interpreted and evaluated.
4. To develop a more comprehensive understanding of the teaching and learning processes.
5. To provide opportunity for advanced study in a selected field of specialization.

### SCHEDULING OF CLASSES

All graduate classes will be scheduled during late afternoons, evenings, and/or Saturdays during the regular academic year. The calendar and daily time schedule for graduate courses offered during the summer term will be similar to the calendar and daily time schedule for undergraduate courses. Graduate students will be able to pursue a full-time graduate study program during the summer. In-service teachers will be able to complete the requirements for the Master of Education degree without interference with normal professional duties.

### SEMESTER HOUR LOAD

During the regular nine-month academic year, a graduate student who is teaching full time will normally be permitted to enroll in a maximum of two courses each semester. Permission to enroll in more than two graduate courses must be received from the Director of Graduate Studies.

### ADVISEMENT OF STUDENTS

Each student admitted to graduate study in a degree program will be assigned a program advisor who will help in the determination of the program of study. Normally the chairman, or some other designated faculty member, of the department in which the student is enrolled will be the advisor. Upon approval of the Director of Graduate Studies, and upon the recommendation of the department chairman, the student

will be permitted to enroll for the Professional Research Project if this research option is chosen. At this time a major research advisor and a research committee will be named. This committee will assume responsibility for the approval of the professional research project and the administration of the final oral examination.

## EXAMINATIONS

All students are required to take the Millers Analogies Test at the time of application for admission to graduate study. The time schedule and other information relative to taking these examinations is announced by the Director of Graduate Studies and may be obtained at the office of the Division of Graduate Studies in Sutliff Hall, Room No. 201. A comprehensive written and/or oral examination covering the field of specialization may be required before the Master's degree is conferred.

## GRADING

The following symbols are used to evaluate course work:

- A —Exceptional, indicating unusual intellectual ability and initiative.
- B —Good.
- C —Fair.
- D —Not acceptable for degree program.
- E —Failing.
- R —Research in progress.
- I —Work incomplete (Such work must be completed within four calendar months following the end of the semester in which the grade is incurred. An extension may be granted by the Director of Graduate Studies in certain situations).
- W—Withdrawn with permission of the Director of Graduate Studies and passing at time of withdrawal. Any withdrawal without official approval will result in a grade of "E".

NOTE: A maximum of two courses may be repeated in which a grade of "D" or "E" is earned. No course may be repeated in which a grade of "C" or higher is earned.

## SCHOLARSHIP REQUIREMENTS

The College uses the above letter grades—A, B, C, D, E, I, W, R—in graduate courses. Only credit earned in courses in which the grade received was "A", "B", or "C" will be accepted in fulfillment of the requirements for the Master's degree. Although credit will be accepted for courses in which a grade of "C" is earned, a cumulative quality point *average* of 3.00 or better (A=4 quality points; B=3 quality points; C=2 quality points; D=1 quality point) in the total number of courses for which graduate credit is granted will be required for the conferring of the Master's degree. Every course taken at the graduate level will be counted in compiling the quality point average.



## TRANSFER OF CREDIT

A maximum of six semester hours of credit earned at another accredited graduate school may be accepted in partial fulfillment of degree requirements with the approval of the Graduate Council; however, such credit will be accepted only (1) when earned in courses included in the curriculum which the student is pursuing at Bloomsburg State College, and (2) when a grade of "B" or better was received as verified by an official transcript. Extension courses taken at another institution will normally not be accepted.

## SCHEDULE OF FEES

Application Fee	\$10.00
(Payable at time of application for admission to graduate courses. <i>Not refundable or applicable to graduate tuition.</i> )	
Graduate Tuition Fee	\$20.00 per sem. hr. \$16.00 per sem hr. after Sept. 1, 1967
Out-of-State Tuition Fee	\$20.00 per sem. hr.
Late Registration Fee	\$ 1.00 per day (\$5.00 maximum)
Activities Fee (summer term only)	\$ 3.00 per three-week session. \$ 6.00 per six-week session.
Graduation and Diploma Fee	\$10.00
(Not including rental of cap, gown, and hood)	

## REFUNDS

### APPLICATION FEES

Application fees shall not, at any time, be refunded since services which require payment of these fees have been rendered by the college before the fees are paid.

### TUITION FEES

No portion of the tuition fee shall be refunded if the student has attended one-third or more than one-third of the class periods scheduled during a given semester or session.

If a student withdraws from a course, for approved reasons, before one-third of the scheduled class periods have been completed, the student shall then be entitled to a refund of one-half of the tuition fees paid.

## REQUIREMENTS FOR ADMISSION TO GRADUATE COURSES

Applicants for admission to graduate courses (as distinguished from admission to candidacy for the Master of Education degree) must:

1. Hold a Bachelor's degree from a college or university accredited by the National Council for Accreditation of Teacher

Education, or the Middle States Association of Colleges and Secondary Schools( or other regional accrediting association).

2. Present transcript(s) from all colleges and universities at which undergraduate or graduate credit has been earned.
3. Have earned a cumulative 2.0 quality point average (A=4 quality points; B=3 quality points; C=2 quality points; D=1 quality point) in all undergraduate courses. He should also provide evidence of academic competency by satisfactory performance on the graduate qualifying examination specified by the Graduate Council.
4. Possess character and personality traits characteristic of an educated person.
5. Provide names and current addresses of two persons who are sufficiently acquainted with their academic competence, character, and personal traits to judge their probability of success in graduate courses.

### PROCEDURE FOR ADMISSION TO GRADUATE COURSES

Persons desiring to enroll for graduate courses (as distinguished from admission to candidacy for the Master's degree) must:

1. Submit the prescribed application to the Director of Graduate Studies accompanied by the matriculation fee of \$10.00 payable to the Commonwealth of Pennsylvania.
2. Submit transcripts of all undergraduate and graduate credit earned.
3. Arrange for an interview with the Director of Graduate Studies on a date following the receipt by the Division of Graduate Studies of the items listed in Nos. 1 and 2 above.

Persons normally enrolled in the Graduate Division of another institution should submit a written statement from the Dean of the Graduate School or the appropriate department chairman indicating that the student is currently enrolled in good standing in the degree program.

### REQUIREMENTS FOR ADMISSION TO CANDIDACY FOR THE MASTER OF EDUCATION DEGREE

A student must apply for admission to the degree program prior to completing twelve (12) semester hours of graduate credit. The procedure is as follows:

1. Submit an official application for admission to candidacy to the Director of Graduate Studies. (Applications are available in the Office of Graduate Studies)

2. Submit transcripts of graduate credit earned at other colleges or universities.
3. Complete successfully with a grade of "B" or better at least nine (9) semester hours of graduate courses at Bloomsburg State College.
4. Achieve a satisfactory score on the Graduate Qualifying Examination.
5. Submit evidence of the possession of a valid teaching certificate issued by the certifying agency of Pennsylvania or some other state.

Students are expected to have an undergraduate major in the field in which they elect to do graduate study. Any deficiencies in undergraduate areas as determined by the departmental chairmen or major advisors must be satisfactorily removed prior to being approved for the graduate degree.

## PROFESSIONAL RESEARCH REQUIREMENT

Professional research is considered to be an integral part of all graduate programs at Bloomsburg. The requirements of individual courses should reflect this philosophy and should contribute to the student's concept of the place of research in professional activities. In addition, the student is required to complete a Research Option as part of his degree program. This option will include the Master's Research Paper for all departments and either a Departmental Paper or Departmental Seminar, depending on the specific department involved. In all cases the option will be determined by the department in which the student is enrolled.

The Master's Research Paper will offer the student an opportunity to engage in research of limited scope pertaining to some area in a school situation which needs study and improvement, or to some specific aspect of the academic area in which the student is enrolled. In-service teachers may wish to select a project which is concerned with an existing problem area in the school system with which they are currently associated.

The Master's Research Paper must be approved by the chairman of the student's advisory committee, and a formal plan for the completion of the project must be submitted to, and approved by, the student's advisory committee before the project is undertaken. A final written report of the project, prepared in conformity with requirements established by the Graduate Council, must be approved by the student's advisory committee with copies submitted to the office of the Division of Graduate Studies for permanent filing before credit of two semester hours will be granted. The student should consult the curriculum outline for his field to determine the option to the Master's Research Paper.

## TIME LIMIT

All requirements for the Master's degree must be completed within a six year period immediately preceding the date on which the degree is to be conferred. This time limit includes all credits transferred from other institutions. In very unusual circumstances, this period of time may be extended. If an extension of time is desired, written application should be made to the Director of Graduate Studies.

## SUMMARY OF REQUIREMENTS FOR GRANTING THE MASTER OF EDUCATION DEGREE

The Master of Education degree will be granted only upon:

1. Unqualified admission to candidacy for the degree.
2. Satisfactory completion of the Professional Research Requirement.
3. Completion of a graduate program of study totaling not less than 30 semester hours of credit, and including courses prescribed in the applicable curriculum and specified in the program of study developed by the student's advisor.
4. Completion of all graduate courses with a grade of "C" or better and with a total quality point *average* of 3.00 ("B") or better.
5. Satisfactory performance on a final written and/or oral examination conducted by the student's advisory committee.
6. Evidence of having been certified to teach by the proper certifying agency of Pennsylvania or some other state.

## APPLICATION FOR GRADUATION

It will be the student's responsibility to submit a formal written application for graduation and for fulfilling all of the requirements for granting of the degree which are listed above. (Note: A degree will not be conferred at the end of a session during which the student has been registered elsewhere.)

## STUDENT RESPONSIBILITY

It is the student's responsibility to familiarize himself with all of the requirements and regulations of the Division of Graduate Studies and of the individual department in which he is enrolled. While the staff of the Graduate Division will endeavor to advise the student and to aid him in every way possible, the final responsibility for any error or omission rests with the student.

## PLACEMENT

All graduate students having been accepted as degree candidates at Bloomsburg State College are eligible to use the services of the Placement Office. Those desiring to do so should make application with the Director of Placement.



## FINANCIAL ASSISTANCE

Financial assistance is available to graduate students in the form of graduate assistantships, federal fellowships in selected areas, National Defense Student Loan programs, and the Pennsylvania Higher Education Assistance Agency Loan programs. Normally a student must be a full-time student to be eligible for financial assistance. A student should write to Mr. John Scrimgeour, Director of Financial Aid, Bloomsburg State College, for information.



EAST HALL  
Women's Dormitory

# GRADUATE CURRICULUMS

## MASTER OF EDUCATION DEGREE IN BIOLOGY

### OBJECTIVES

- A. To provide sufficient background in the biological sciences which will encourage and permit continued professional growth and graduate study.
- B. To develop an understanding of methods and techniques of investigation so that research may be correctly undertaken, interpreted, and evaluated.
- C. To encourage independent thought and initiative and develop problem-solving ability.
- D. To promote a better understanding of the inter-relationship between man and the world in which he lives.

In planning a program the student shall concentrate in one of the following areas: Area I (Ecology, Limnology, Systematics, Developmental Biology, Genetics, and Evolution), or Area II (Cell Physiology, Biochemistry, Radiation Biology, Microbiology, Genetics and Populations, and Evolution).

### I. GENERAL PROFESSIONAL EDUCATION ..... 6-9 sem. hrs.

*Ed.	501—Major Philosophies of Education .....	3 s.h.
Ed.	502—School and Society .....	3 s.h.
Ed.	511—Recent Trends in Curriculum Development .....	3 s.h.
Ed.	515—Education of Gifted Children .....	3 s.h.
Ed.	550—Problems in Guidance and Counseling .....	3 s.h.
Ed.	560—Development of the Secondary School Curriculum .....	3 s.h.
Ed.	561—Measurement and Evaluation in the Secondary School .....	3 s.h.
Ed.	577—BSCS Methods and Philosophy .....	3 s.h.
*Ed.	591—Foundations of Educational Research .....	3 s.h.
Psy.	511—Human Growth and Development .....	3 s.h.
Psy.	576—Theories of Human Learning.....	3 s.h.

\*Required

## II. FIELD OF SPECIALIZATION .....21-24 sem.hrs.

Course selection in either area shall be made, with the advisor's guidance and approval, from the following courses:

Bio.	502—Experimental Techniques in Biology (required of all students) .....	2 s.h.
Bio.	511—Systematic Botany .....	2 s.h.
Bio.	512—Systematic Zoology .....	2 s.h.
Bio.	515—Animal Behavior .....	2 s.h.
Bio.	521—Animal Ecology .....	3 s.h.
Bio.	522—Plant Ecology .....	3 s.h.
Bio.	525—Limnology .....	3 s.h.
Bio.	528—Conservation of Biological Resources .....	3 s.h.
Bio.	531—Developmental Biology .....	3 s.h.
Bio.	533—Vertebrate Morphology .....	3 s.h.
Bio.	541—Advanced Genetics .....	3 s.h.
Bio.	543—Evolution .....	2 s.h.
Bio.	544—Cytology .....	3 s.h.
Bio.	547—Radiation Biology .....	3 s.h.
Bio.	550—Biochemistry .....	2 s.h.
Bio.	551—Cell Physiology .....	3 s.h.
Bio.	561—Microbiology .....	3 s.h.
Bio.	581—Directed Study in Zoology .....	1-2 s.h.
Bio.	582—Directed Study in Botany .....	1-2 s.h.
Bio.	583—Directed Study in Microbiology .....	1-2 s.h.
Bio.	592—Research Project—if Biology related .....	3 s.h.

\* Required.

## RESEARCH OPTION

The student is required to do a Master's Research Paper (either Ed. 552 or Bio. 592), or to take one of the directed study courses (Bio. 581, 582, or 583).

## MASTER OF EDUCATION DEGREE IN BUSINESS EDUCATION

The specific objectives of the graduate program in Business Education are:

1. To enable the student, on the basis of his teaching experience and growth in professional interest, to extend, reinforce, and reorganize his knowledge, techniques, and skills in the field of Business Education.
2. To help the student to understand the interrelations between Business Education and other fields in the high school curriculum.
3. To acquaint the student with current thinking concerning problems in Business Education.
4. To acquaint the student with research techniques and the reported research in Business Education so as to make him an

effective user of standard and current Business Education studies.

5. To enable the student to draw practical implications from the result of research in Business Education.
6. To give the student an intellectual challenge commensurate with his abilities and his maturity.

I. GENERAL PROFESSIONAL EDUCATION ..... 6-9 sem. hrs.

		Credits
*Ed.	501—Major Philosophies of Education .....	3 s.h.
Ed.	502—School and Society .....	3 s.h.
Ed.	511—Recent Trends in Curriculum Development .....	3 s.h.
Ed.	515—Education of Gifted Children .....	3 s.h.
Ed.	550—Problems in Guidance and Counseling .....	3 s.h.
Ed.	560—Development of the Secondary School Curriculum .....	3 s.h.
Ed.	561—Measurement and Evaluation in the Secondary School .....	3 s.h.
*Ed.	591—Foundations of Educational Research .....	3 s.h.
Psy.	511—Human Growth and Development .....	3 s.h.
Psy.	576—Theories of Human Learning .....	3 s.h.
*Required		

II. FIELD OF SPECIALIZATION ..... 21-24 sem. hrs.

A. SPECIALIZED PROFESSIONAL EDUCATION ..... 8-12 sem. hrs.

Bus. Ed.	581—Seminar in Business Education .....	3 s.h.
Ed.	552—Master's Research Paper .....	3 s.h.
*Bus. Ed.	561—Foundations of Business Education .....	2 s.h.
*Bus. Ed.	562—Current Problems of Business Education .....	2 s.h.
Bus. Ed.	551—Improvement of Instruction in Business Skill Subjects .....	2 s.h.
Bus. Ed.	552—Improvement of Instruction in Basic Business Subjects .....	2 s.h.
Bus. Ed.	553—Improvement of Instruction in Book-keeping and Business Arithmetic .....	2 s.h.
Bus. Ed.	563—Evaluation in Business Education .....	2 s.h.
Bus. Ed.	564—Administration and Supervision of Business Education .....	2 s.h.

\*Required.

RESEARCH OPTION

The Student is required to do a Master's Research Paper or to take Bus. Ed. 581.



**B. SPECIALIZED SUBJECT MATTER ..... 9-16 sem. hrs.**

*Econ.	531—Current Economic Problems .....	3 s.h.
Bus. Ed.	521—Adv. Cost Accounting .....	3 s.h.
Bus. Ed.	522—Adv. Auditing Theory .....	3 s.h.
Bus. Ed.	523—Adv. Tax Accounting .....	3 s.h.
Bus. Ed.	531—Problems in Corporation Finance .....	3 s.h.
Bus. Ed.	532—Problems in Public Finance .....	3 s.h.
Bus. Ed.	533—Business Statistics .....	3 s.h.
Bus. Ed.	534—Principles of Insurance .....	3 s.h.
Bus. Ed.	541—Research in Marketing .....	3 s.h.
Econ.	532—Comparative Economic Systems .....	3 s.h.
Bus. Ed.	450—Introduction to Aut. Data Processing .....	3 s.h.
Bus. Ed.	451—Intro. to Computers and Programming .....	3 s.h.

\*Required.

## MASTER'S DEGREE IN ELEMENTARY EDUCATION

The Master's degree program in Elementary Education should better enable the classroom teacher to understand the nature of the child and the school program in a changing society and the role of the teacher in this program. Specifically, we hope to achieve the following objectives:

1. To provide the background for a better understanding of the child in his environment.
2. To assist the teacher in her knowledge of the school curriculum as a means of implementing an instructional program.
3. To enable the teacher to become familiar with current practices in the field of Elementary Education.
4. To provide an opportunity for the teacher to establish or improve an area of competency in a subject field, or to specialize in some aspect of Elementary Education.

## THE PROGRAM

**I. GENERAL PROFESSIONAL EDUCATION .....9-12 sem. hrs.**

*Ed.	501—Major Philosophies of Education .....	3 s.h.
*Ed.	502—School and Society .....	3 s.h.
Ed.	511—Rental Trends in Curriculum Development .....	3 s.h.
Ed.	515—Education of Gifted Children .....	3 s.h.
Ed.	550—Problems in Guidance and Counseling .....	3 s.h.
*Ed.	591—Foundations of Educational Research .....	3 s.h.
Psy.	576—Theories of Human Learning .....	3 s.h.

\*Required.

## II. FIELD OF SPECIALIZATION

### A. SPECIALIZED PROFESSIONAL EDUCATION

Ed.	512—Selection and Use of Audio Visual Materials in Education .....	3 s.h.
Ed.	514—Home, School, and Community Relations.....	3 s.h.
Ed.	521—The Elementary School Curriculum .....	3 s.h.
Ed.	522—Curriculum Trends in Early Childhood Education .....	3 s.h.
Ed.	523—Practices in Teaching the Young Child .....	3 s.h.
Ed.	525—Current Practices in Elementary School Science .....	3 s.h.
Ed.	528—Language Arts in the Modern School .....	3 s.h.
Ed.	530—Guidance in the Elementary School .....	3 s.h.
Ed.	533—Measurement and Evaluation in the Elementary School .....	3 s.h.
Ed.	539—Seminar in Elementary Education .....	3 s.h.
Ed.	540—Problems in the Teaching of Reading .....	3 s.h.
Ed.	541—Diagnostic and Remedial Reading .....	3 s.h.
Ed.	542—Psychological Aspects of Reading .....	3 s.h.
Ed.	543—Reading Clinic I—Remedial .....	3 s.h.
Ed.	544—Reading Clinic II—Enrichment .....	3 s.h.
Ed.	545—Organization and Administration of of Reading Programs .....	3 s.h.
Ed.	546—Reading in the Content Areas .....	3 s.h.
Ed.	547—Seminar in Reading .....	3 s.h.
Psy.	511—Seminar in Childhood and Adolescence .....	3 s.h.
**Ed.	599—Master's Research Paper .....	3 s.h.

### B. AREA OF COMPETENCY ..... 6-9 s.h.

A planned program of related courses in either an academic subject area or one of the fields of service in elementary education, such as guidance, reading, early childhood education, etc., should be scheduled.

\*\*All students are required to complete either Ed. 599 (Masters Research Paper) or a Departmental Paper in Elementary Education.

## MASTER OF EDUCATION DEGREE IN ENGLISH

Training in the graduate program leading to the M.Ed. in English at Bloomsburg State College is intended to produce graduates who are independent, professionally competent, and responsible, who know the content of their courses and who can teach well. Professional education courses deal directly with the theory and practice of teaching. Specialization courses in English are subject-oriented and cover traditional areas of study.

Specialization courses, offered in a two-track sequence, allow every graduate student to acquire a balanced training in language, criticism, bibliography, and various kinds of literary study. The program is sufficiently flexible to permit tailoring to the individual needs of the student. Course offerings are compatible with recommendations

for the training of secondary teachers of English made in the report *Freedom and Discipline in English*.

The specialization courses have a distinctly liberal arts emphasis especially appropriate for training of secondary teachers in that it deals with such fundamental matters as

1. The personal, human value of study of language and literature.
2. Specific and recurrent themes treated in literature.
3. The techniques and significance of aesthetic form.
4. The interaction between literature and society.

I. GENERAL PROFESSIONAL EDUCATION ..... 6-9 sem. hrs.

*Ed.	501—Major Philosophies of Education .....	3 s.h.
Ed.	502—School and Society .....	3 s.h.
Ed.	511—Recent Trends in Curriculum Development.....	3 s.h.
Ed.	515—Education of Gifted Children .....	3 s.h.
Ed.	550—Problems in Guidance and Counseling .....	3 s.h.
Ed.	560—Development of the Secondary School Curriculum .....	3 s.h.
Ed.	561—Measurement and Evaluation in the Secondary School .....	3 s.h.
*Ed.	591—Foundations of Educational Research .....	3 s.h.
Ed.	599—Master's Research Paper .....	3 s.h.
Psy.	511—Seminar in Childhood and Adolescence .....	3 s.h.
Psy.	576—Theories of Human Learning .....	3 s.h.

\*Required.

II. FIELD OF SPECIALIZATION ..... 21-24 sem. hrs.

**Eng.	500—Masters Research Paper .....	3 s.h.
Eng.	501—Structure of English .....	3 s.h.
Eng.	502—History of the English Language .....	3 s.h.
Eng.	503—Introduction to Literary Research and Bibliography .....	3 s.h.
Eng.	505—Criticism .....	3 s.h.
Eng.	521—Contemporary Short Story .....	3 s.h.
Eng.	522—Modern Drama .....	3 s.h.
Eng.	524—Contemporary Novel .....	3 s.h.
Eng.	526—Modern Poetry .....	3 s.h.
Eng.	531—Seminar .....	3 s.h.
Eng.	532—Major British Authors .....	3 s.h.
Eng.	542—Early English Drama .....	3 s.h.
Eng.	543—Chaucer .....	3 s.h.
Eng.	547—Elizabethan Poetry .....	3 s.h.
Eng.	548—Spenser .....	3 s.h.
Eng.	549—Shakespeare .....	3 s.h.
Eng.	554—Milton .....	3 s.h.
Eng.	556—Restoration and Later Drama .....	3 s.h.
Eng.	559—Age of Johnson .....	3 s.h.
Eng.	563—19th Century Novel .....	3 s.h.
Eng.	565—English Romantic Poets .....	3 s.h.
Eng.	569—Victorian Literature .....	3 s.h.
Eng.	582—American Literature: Early .....	3 s.h.
Eng.	583—American Literature: Middle .....	3 s.h.
Eng.	584—American Literature: Modern .....	3 s.h.
Eng.	587—Major American Authors .....	3 s.h.

\*\*All students are required to take English 500 (Master's Research Paper) or English 531 (Seminar in English).

## MASTER OF EDUCATION IN HISTORY

Individual graduate courses in history fulfill partial requirements for the Masters Degree in Secondary Education in Social Studies. Each course serves at least six common objectives: 1) Learning is student-oriented and thereby enables the student to pursue his study at a pace and in the by-ways of interest commensurate with the second objective, 2) mastery in depth of a broadly prescribed segment of historical study; 3) the student acquires knowledge of the basic literature of the subject of the course, and 4) reviews fundamental research experience in the primary literature of a topic suitable to both student interest and course content; 5) the student learns, often by precept, new informational and interpretative approaches to the presentation of the discipline of history generally and of the content of course specifically. And finally, and most important, 6) the student acquires a deeper appreciation of his own professional commitment to the pursuit of understanding through history.

Cumulatively, courses in history enable the student to command a greater portion of historical understanding. The student enters into or returns to his chosen career more competent to understand and to judge both the past and the present of human society.

### I. GENERAL PROFESSIONAL EDUCATION ..... 6-9 sem. hrs.

*Ed.	501—Major Philosophies of Education .....	3 s.h.
Ed.	502—School and Society .....	3 s.h.
Ed.	511—Recent Trends in Curriculum Development .....	3 s.h.
Ed.	515—Education of Gifted Children .....	3 s.h.
Ed.	550—Problems in Guidance and Counseling .....	3 s.h.
Ed.	560—Development of the Secondary School Curriculum .....	3 s.h.
Ed.	561—Measurement and Evaluation in the Secondary School .....	3 s.h.
*Ed.	591—Foundations of Educational Research .....	3 s.h.
Ed.	599—Master's Research Paper .....	3 s.h.
Psy.	511—Human Growth and Development .....	3 s.h.
Psy.	576—Theories of Human Learning .....	3 s.h.

\*Required.

### II. FIELD OF SPECIALIZATION ..... 21-24 sem. hrs.

#### REQUIREMENTS:

(1) 18-21 sem. hrs. in ONE of the below designated area programs.

One Readings and either the Seminar or a Masters research project in the area program are required.

Area Programs: EUROPE

Hist.	510—Readings in Classical Antiquity
Hist.	511—Readings in Medieval European History
Hist.	512—Readings in Modern Europe to 1900
Hist.	518—Readings in the History of the Soviet Union
Hist.	526—European Imperialism since 1870
Hist.	530—History of Europe, 1900-1923
Hist.	532—History of Europe, 1923-1945
Hist.	534—The European Unification Movement
Hist.	536—The Cold War
Hist.	590E—Seminar
Hist.	599E—Masters Research Paper



## NON-WESTERN WORLD

Hist.	541—	Readings in the Contemporary Far East
Hist.	542—	Readings in the Near and Middle East and Africa
Hist.	552—	} TITLES TO BE ANNOUNCED
Hist.	554—	
Hist.	556—	
Hist.	590N—	Seminar
Hist.	599N—	Masters Research Paper

## UNITED STATES

Hist.	571—	Readings in the United States since 1790
Hist.	580—	United States and Latin American Relations
Hist.	581—	United States and Far Eastern Relations
Hist.	582—	The United States as a World Power
Hist.	585—	Colonial American Institutions
Hist.	586—	American Urban History
Hist.	587—	Eastern American Regions
Hist.	588—	The Trans-Mississippi West
Hist.	590U—	Seminar
Hist.	599U—	Masters Research Paper

- (2) 3 sem. hrs. in ONE of the colloqui listed below. The colloquium selected must be outside of the area program.

**Hist.	594—	Colloquium in Modern European History
**Hist.	595—	Colloquium in Recent Non-Western History
**Hist.	596—	Colloquium in United States History

- (3) A minimum of 24 sem. hrs. of the degree program must be completed in courses numbered 500 or above. ....

- (4) Prior to admission to degree candidacy a student must have completed a course in historical bibliography and research.

\*\*Materials are selected and their use directed by the Department of History. Each student will be examined departmentally at the conclusion of the colloquium and prior to scheduling the Master's oral examination.

## MASTER OF EDUCATION DEGREE IN SOCIAL STUDIES

The Master of Education degree in Secondary Social Studies fundamentally provides:

1. Advanced study in a single area of concentration for the purpose of a greater mastery of the primary subject matter for which the student, as a school teacher, is responsible;
2. Advanced study in a second, related, discipline for the dual purpose of providing an ancillary skill to the area of concentration and subject-matter improvement in an alternative teaching area;
3. Advanced study in professional education for the purpose of enriching student experience as a school teacher.

I. GENERAL PROFESSIONAL EDUCATION ..... 6-9 sem. hrs.

*Ed.	501—Major Philosophies of Education .....	3 s.h.
Ed.	502—School and Society .....	3 s.h.
Ed.	511—Recent Trends in Curriculum Development.....	3 s.h.
Ed.	515—Education of Gifted Children .....	3 s.h.
Ed.	550—Problems in Guidance and Counseling .....	3 s.h.
Ed.	560—Development of the Secondary School Curriculum .....	3 s.h.
Ed.	561—Measurement and Evaluation in the Secondary School .....	3 s.h.
*Ed.	591—Foundations of Educational Research .....	3 s.h.
Ed.	599—Masters Research Paper .....	3 s.h.
Psy.	511—Human Growth and Development .....	3 s.h.
Psy.	576—Theories of Human Learning .....	3 s.h.

\*Required.

II. FIELD OF SPECIALIZATION—SOCIAL STUDIES ..... 21-24 sem. hrs.

AREA OF CONCENTRATION—American History or  
World History

Selected from history electives .....	15-18 s.h.
Related Fields .....	6- 9 s.h.

Not less than six hours from one of the related fields of economics, geography, political science, sociology-anthropology, the electives of which are listed below. The related fields courses must have the same orientation as the area of concentration. Thus, if the area of concentration is American history, the related fields courses must be American-oriented.

AREA OF CONCENTRATION—Political Science

Selected from Political Science electives .....	15-18 s.h.
Related Fields .....	6- 9 s.h.

Not less than six hours from one of the related fields of economics, geography, history, sociology-anthropology, the electives of which are listed below.

AREA OF CONCENTRATION—Geography

Selected from Geography electives .....	15-18 s.h.
Related Fields .....	6- 9 s.h.

Not less than six hours from one of the related fields of economics, history, political science, sociology-anthropology, the electives of which are listed below.

RESEARCH PAPER OR SEMINAR IN AREA OF CONCENTRATION ..... 3 s.h.

This option is determined by the staff and would be given at or near the completion of the minimum hours in the area of concentration.

COMPREHENSIVE EXAMINATION

A comprehensive examination covering the field of specialization will be required before the Masters degree is conferred.

## SOCIAL STUDIES ELECTIVES

### ECONOMICS

#### AMERICAN

Econ.	413—Money and Banking .....	3 s.h.
Econ.	513—Origin and Development of Capitalism .....	3 s.h.
Econ.	515—Public Policy and Business .....	3 s.h.
Econ.	531—Current Economic Problems .....	3 s.h.

#### WORLD

Econ.	423—History of Economic Thought .....	3 s.h.
Econ.	532—Comparative Economic Systems .....	3 s.h.
Econ.	533—International Economic Policies and Relations....	3 s.h.

### GEOGRAPHY

**Geog.	353—Physiography .....	3 s.h.
**Geog.	356—Meteorology .....	3 s.h.
**Geog.	357—Geology .....	3 s.h.
Geog.	556—Geography of Pennsylvania .....	3 s.h.
Geog.	560—Geography of South America .....	3 s.h.
Geog.	566—Geography of Anglo-America .....	3 s.h.
Geog.	571—Geography of Africa South of the Sahara .....	3 s.h.
Geog.	575—Geography of Western and Mediterranean Europe .....	3 s.h.
Geog.	576—Geography of South and East Asia .....	3 s.h.
Geog.	501—Evolution of Geographic Thought .....	3 s.h.
Geog.	523—Geography of Settlement .....	3 s.h.
Geog.	524—Geography of Trade and Transportation .....	3 s.h.
Geog.	548—Political Geography .....	3 s.h.
Geog.	549—Geography of World Resources and Industries..	3 s.h.
Geog.	590—Seminar in Geography .....	3 s.h.
(Prerequisite: Ed. 551 and at least nine hours in geography electives)		

\*\*Courses open to both undergraduate and graduate students.

### HISTORY—American

Hist.	571—Readings in the United States since 1790
Hist.	580—United States and Latin American Relations
Hist.	581—United States and Far Eastern Relations
Hist.	582—The United States as a World Power
Hist.	585—Colonial American Institutions
Hist.	586—American Urban History
Hist.	587—Eastern American Regions
Hist.	588—The Trans-Mississippi West
Hist.	590U—Seminar
Hist.	599U—Masters Research Paper

### HISTORY-WORLD

#### EUROPE

Hist.	510—Readings in Classical Antiquity
Hist.	511—Readings in Medieval European History
Hist.	512—Readings in Modern Europe to 1900
Hist.	518—Readings in the History of the Soviet Union
Hist.	526—European Imperialism since 1870
Hist.	530—History of Europe, 1900-1923
Hist.	532—History of Europe, 1923-1945
Hist.	534—The European Unification Movement
Hist.	536—The Cold War
Hist.	590E—Seminar
Hist.	599E—Masters Research Paper

## NON-WESTERN WORLD

Hist.	541—Readings in the Contemporary Far East	
Hist.	542—Readings in the Near and Middle East and Africa	
Hist.	552—	} TITLES TO BE ANNOUNCED
Hist.	554—	
Hist.	556—	
Hist.	590N—Seminar	
Hist.	599N—Masters Research Paper	

## POLITICAL SCIENCE

### AMERICAN

Pol. Sci.	511—Problems of United States Government	3 s.h.
Pol. Sci.	513—Public Administration	3 s.h.
Pol. Sci.	517—United States Foreign Policy	3 s.h.
Pol. Sci.	518—Constitutional Law	3 s.h.

### WORLD

Pol. Sci.	525—International Law and Organization	3 s.h.
Pol. Sci.	533—Contemporary Political Theory	3 s.h.
Pol. Sci.	541—Political Problems of Selected Emergent Nations	3 s.h.
Pol. Sci.	590—Seminar in Political Science	3 s.h.
	(Prerequisite: Ed. 551 and at least nine hours of political science electives)	

\*\*Courses open to both undergraduate and graduate students.

## SOCIOLOGY-ANTHROPOLOGY

### AMERICAN

Soc.	511—Social Institutions	3 s.h.
Soc.	513—Adolescent in American Society	3 s.h.
Soc.	523—The Contemporary American Community	3 s.h.

### WORLD

Soc.	524—Comparative Cultures	3 s.h.
Anthro.	501—Studies in Anthropology	3 s.h.

## MASTER OF EDUCATION DEGREE

### IN SPECIAL EDUCATION FOR THE MENTALLY RETARDED

The program in Special Education for the Mentally Retarded has the following objectives:

1. To increase the competency of teachers of the mentally retarded.
2. To prepare leaders in the area of education of the mentally retarded who will help school systems develop programs for the mentally retarded.
3. To prepare students for further graduate work leading to a doctorate in special education or a related area.
4. To lay foundations for students who may later enter college teaching or become administrators of special education programs.



I. GENERAL PROFESSIONAL EDUCATION .....	6-9 sem. hrs.
*Ed. 501—Major Philosophies of Education .....	3 s.h.
Ed. 502—School and Society .....	3 s.h.
Ed. 511—Recent Trends in Curriculum Development ....	3 s.h.
Ed. 515—Education of Gifted Children .....	3 s.h.
Ed. 550—Problems in Guidance and Counseling .....	3 s.h.
Ed. 560—Development of the Secondary School Curriculum .....	3 s.h.
Ed. 561—Measurement and Evaluation in the Secondary School .....	3 s.h.
*Ed. 591—Foundations of Educational Research .....	3 s.h.
Psy. 511—Human Growth and Development .....	3 s.h.
Psy. 576—Theories of Human Learning .....	3 s.h.

\*Required.

## II. FIELD OF SPECIALIZATION ..... 21-24 sem. hrs.

### A. SPECIALIZED PROFESSIONAL EDUCATION ..... 9 sem. hrs.

*Ed. 599—Masters Research Paper .....	3-6 s.h.
*Spec. Ed. 501—Administration and Supervision of Education for Exceptional Children .....	3 s.h.
TMR 502—Current Problems in Special Education for Mentally Retarded .....	3 s.h.
TMR 503—Educational and Vocational Guidance for the Mentally Retarded .....	3 s.h.

All students are required to complete either Ed. 599 (Masters Research Paper) or a Departmental Paper in Special Education.

### B. SPECIALIZED SUBJECT MATTER ..... 12-15 sem. hrs.

Psy. 521—Mental Tests (Group) .....	3 s.h.
Spec. Ed. 416—Psychology of Exceptional Children .....	3 s.h.
Spec. Ed. 559—Seminar in Education of Exceptional Children .....	3 s.h.
*TMR 504—Organization of Special Classes for Mentally Retarded Children .....	3 s.h.
TMR 511—Education of Children with Retarded Mental Development in the Elementary School .....	3 s.h.
TMR 512—Education of Intermediate Children with Retarded Mental Development .....	3 s.h.
TMR 521—Education of Children with Retarded Mental Development in the Secondary School .....	3 s.h.
TMR 531—Teaching Reading to the Mentally Retarded	3 s.h.
TMR 532—Language and Speech Problems of the Mentally Retarded .....	3 s.h.
*TMR 541—Behavior and Adjustment of the Mentally Handicapped .....	3 s.h.
TMR 542—Psychology of Mental Retardation .....	3 s.h.
TMR 544—Tests and Remedial Work for the Mentally Retarded .....	3 s.h.
TMR 545—Manual Skills and Analysis of Job Areas ....	3 s.h.
TMR 552—Advanced Student Teaching Internship .....	3 s.h.

\*Required.

## MASTER OF EDUCATION DEGREE IN SPEECH CORRECTION

The program in Speech Correction hopes to achieve the following objectives:

1. To increase the competency of speech correctionists working within the public schools, clinics and hospitals.
2. To provide ample opportunity for students to meet academic requirements of the American Speech and Hearing Association for the Certificate of Clinical Competence in Speech Pathology.
3. To prepare leaders in the area of speech therapy who will help public school systems develop programs in Speech Correction.
4. To prepare students for further graduate work leading toward American Speech and Hearing Association certification in speech pathology and/or audiology.
5. To offer a good foundation for future college teachers in this professional area.
6. To prepare people for becoming clinic directors and program administrators in the area of speech and hearing services.



Speech Correction Clinic

I. GENERAL PROFESSIONAL EDUCATION ..... 6-9 sem. hrs.

*Ed.	501—Major Philosophies of Education .....	3 s.h.
Ed.	502—School and Society .....	3 s.h.
Ed.	511—Recent Trends in Curriculum Development .....	3 s.h.
Ed.	515—Education of Gifted Children .....	3 s.h.
Ed.	550—Problems in Guidance and Counseling .....	3 s.h.
Ed.	560—Development of the Secondary School Curriculum .....	3 s.h.
Ed.	561—Measurement and Evaluation in the Secondary School .....	3 s.h.
*Ed.	591—Foundations of Educational Research .....	3 s.h.
Psy.	511—Human Growth and Development .....	3 s.h.
Psy.	576—Theories of Human Learning .....	3 s.h.

\*Required.

II. FIELD OF SPECIALIZATION ..... 21-24 sem. hrs.

A. SPECIALIZED PROFESSIONAL EDUCATION ..... 6-9 sem. hrs.

Ed.	599—Masters Research Paper .....	3-6 s.h.
Sp. Corr.	501—Foundations of Speech and Hearing Education	3 s.h.

B. SPECIALIZED SUBJECT MATTER ..... 12-18 sem. hrs.

*Sp. Corr.	504—Current Speech and Hearing Practices in Public Schools .....	2 s.h.
Psy.	521—Mental Tests (Group) .....	3 s.h.
**Sp. Corr.	452—Anatomy of Speech and Hearing Mechanisms .....	3 s.h.
**Sp. Corr.	491—Measurement of Hearing Loss .....	3 s.h.
Sp. Corr.	511—Organic Disorders of Articulation .....	2 s.h.
Sp. Corr.	512—Seminar in Aphasia and Allied Symbolization Disorders .....	2 s.h.
Sp. Corr.	532—Hearing Aids and Auditory Training .....	2 s.h.
Sp. Corr.	541—Seminar in Stuttering .....	2 s.h.
Sp. Corr.	553—Speech Pathology Practicum .....	2 s.h.
Sp. Corr.	554—Clinical Practicum for Hearing Disorders ....	2 s.h.
Sp. Corr.	561—Voice and Language Disorders .....	2 s.h.
Sp. Corr.	571—Seminar in Speech Pathology .....	2 s.h.
Sp. Corr.	572—Seminar in Audiology .....	2 s.h.
Sp. Corr.	575—Speech and Voice Science .....	2 s.h.
Sp. Ed.	532—Language and Speech Problems of the Mentally Retarded .....	2 s.h.

\*Required.

\*\*Courses open to undergraduate and graduate students.

All students are required to complete either Ed. 599 (Masters Research Paper) or a Departmental Paper in Speech Correction.

# GRADUATE COURSE DESCRIPTIONS

## ANTHROPOLOGY

- ANTHRO. 501 STUDIES IN ANTHROPOLOGY 3 sem. hrs.  
A survey of the processes of human evolution and cultural dynamics, utilizing the findings of physical and cultural anthropology.

## BIOLOGY

- BIOL. 502 EXPERIMENTAL TECHNIQUES IN BIOLOGY 3 sem. hrs.  
(required of all students)  
A course taught by members of the Biology staff, including theory and experience in the use of modern techniques and instrumentation. Sampling methods, respirometry, electrophoresis, chromatography, spectrophotometry, and tracer techniques will be among topics included.
- BIOL. 511 SYSTEMATIC BOTANY 3 sem. hrs.  
The study of plant life cycles as related to their positions in the hierarchy of the plant kingdom. Competency in systematics is basic to further specialization in the areas of botany.
- BIOL. 512 SYSTEMATIC ZOOLOGY 3 sem. hrs.  
This course will emphasize the principles of animal taxonomy, the use of taxonomic keys, the geographical distribution of animals, and the collection and preservation of animals for museum study.
- BIOL. 515 ANIMAL BEHAVIOR 3 sem. hrs.  
A study of the behavior of animals, with emphasis on ecological and adaptational considerations.
- BIOL. 521 ANIMAL ECOLOGY 3 sem. hrs.  
A course in which animal-environmental relationships will be considered at the levels of individuals, species, populations, the distribution and the role of animals in communities and ecosystems. Laboratory and field studies will include investigation of physical and biotic aspects of the environment.
- BIOL. 522 PLANT ECOLOGY 3 sem. hrs.  
The study of interrelationships between plants and their environments. Physical and biological factors plus human influences involved in the distribution, associations, and successions of plant populations and communities are investigated.
- BIOL. 525 LIMNOLOGY 3 sem. hrs.  
A study of chemical and physical aspects of lakes, ponds, and streams, and of the nature of their biota. Productivity and trophic relationships will be among the topics given emphasis. Laboratory and field investigations will be included.
- BIOL. 528 CONSERVATION OF BIOLOGICAL RESOURCES 3 sem. hrs.  
Emphasis will be on the theory and practice of environmental conservation of biological resources and on applied ecology. Field trips will be made to observe practices of wildlife, forest, and soil conservation.
- BIOL. 531 DEVELOPMENTAL BIOLOGY 3 sem. hrs.  
Advanced study of animal development including major emphasis on experimental analysis and modern concepts such as induction and the control of differentiation and other physiological aspects. Laboratory

work is expected to feature substantial use of living materials; it will include general developmental studies of types not generally studied at the introductory level, such as arthropods and fish, cytological studies of tissue and organ formation; and experimental analysis of some aspects of developmental physiology and biochemistry.

**BIOL. 533 VERTEBRATE MORPHOLOGY** 3 sem. hrs.

A study of vertebrate morphology, including paleontological, systematic, embryological, and phylogenetic aspects. Laboratory work is expected to embrace general morphological, systematic, and embryological studies, some on an individual basis.

**BIOL. 541 ADVANCED GENETICS** 3 sem. hrs.

Study of the fundamental principles of inheritance. Consideration will be given to mitosis, meiosis, probability and Mendelian ratios, chromosome number and structural changes within chromosomes, intergenic linkage, crossing over, sex determination, natural and induced mutations, radiation and the gene, evolution, population genetics, developmental genetics, biochemical genetics, nucleic acids; hereditary transmission and protein synthesis and microbial genetics. Laboratories will be conducted with *Drosophila*, *Mormoniella*, *Neurospora*, bacteria, and viruses.

**BIOL. 543 EVOLUTION** 3 sem. hrs.

A study of the mechanisms of evolution, nature and behavior of genes, factors affecting gene frequencies, environmental factors, speciation mechanisms, and population analysis. Comprehensive survey of the literature in evolution. Topics to be in the student's interest area.

**BIOL. 544 CYTOLOGY** 3 sem. hrs.

Study of the structure and functions of cells and parts of cells. Particular emphasis will be placed upon the organic processes and chromosome mechanism of heredity. Laboratory work will include various cytological techniques.

**BIOL. 547 RADIATION BIOLOGY** 3 sem. hrs.

Study of the effects of radiation on living organisms. Includes a consideration of nuclear structure, the fundamental properties of radiation, the physical, chemical, and genetic effects on plants and animals from cells to whole organisms, and the application of radioactive chemicals in biological studies. Laboratories will include extensive experience in isotope techniques, autoradiographic techniques, the use and care of radiation monitoring, detecting, and counting instruments, and the use of a variety of radioisotopes in selected plant and animal organisms.

**BIOL. 550 BIOCHEMISTRY** 3 sem. hrs.

The vital processes of living organisms with emphasis on the composition of living matter, enzymes, basic metabolic schemes, the biochemistry of special tissues and systems, hormones, vitamins, and topics of current interest. Analytical procedures will be included.

**BIOL. 551 CELL PHYSIOLOGY** 3 sem. hrs.

Study of the fundamental processes of plants and animals at the cellular level. Emphasis will be given to the relationship of structure and properties of cells to metabolism, synthesis, and regulation. It includes consideration of membrane phenomena, homeostasis, genetic functions, respiration, digestion, excretion, growth, reproduction, and photosynthesis.

**BIOL. 561 MICROBIOLOGY** 3 sem. hrs.

The cytology, nutrition, cultivation, and metabolism of microorganisms. A consideration of microorganisms and disease; their control; genetics and other aspects of applied microbiology.



General description for Biol. 581, 582, 583; Directed study courses. The directed study course is designed to provide opportunity for advanced students to work on problems in specialized areas. Research and individual study will be emphasized. Students will be assigned to one of the staff; meetings will be by appointment.

**BIOL. 581 DIRECTED STUDY IN ZOOLOGY** 1-2 sem. hrs.

Suggested areas include Mammalogy, Herpetology, Ichthyology, Ornithology, Parasitology, Entomology, Genetics.

**BIOL. 582 DIRECTED STUDY IN BOTANY** 1-2 sem. hrs.

Suggested areas include Algology, Bryology, Vascular Plants, Plant Physiology.

**BIOL. 583 DIRECTED STUDY IN MICROBIOLOGY** 1-2 sem. hrs.

Suggested areas include Microbial Physiology, Virology, Tissue Culture, Sanitation and Pollution.

**BIOL. 592 MASTERS RESEARCH PAPER** 3 sem. hrs.

An opportunity is provided for the student to demonstrate his ability to employ accepted methods of carrying on and reporting research in the solution or intensive study of some problem area of interest or concern to him. The problem area selected for the research project must be in the field of biology.

## BUSINESS EDUCATION

**BUS. ED. 521 ADVANCED COST ACCOUNTING** 3 sem. hrs.

A detailed study of cost determination procedures for budgetary control with standard costs. Increased emphasis is placed upon the analysis, presentation, and utilization of cost data for responsible reporting and decision-making purposes. (Prerequisite—Bus. Ed. 421)

**BUS. ED. 522—ADVANCED AUDITING THEORY** 3 sem. hrs.

Application of auditing theories and principles to audit problems with emphasis on separation of audit working papers and reports. (Prerequisite—Bus. Ed. 422)

**BUS. ED. 523 ADVANCED TAX ACCOUNTING** 3 sem. hrs.

Interpretation of federal and state partnership and corporate income tax laws. Case studies are employed to illustrate the proper preparation of returns, tax planning and research techniques. Social security taxes, gift taxes, and estate taxes are also covered. (Prerequisite—Bus. Ed. 423)

**BUS. ED. 531 PROBLEMS IN CORPORATION FINANCE** 3 sem. hrs.

Problems encountered in organizing and financing operations of industrial corporations, public utilities, and railroads are examined. Special attention is given to the kinds of corporate securities used to secure both short-term and long-term capital.

**BUS. ED. 532 PROBLEMS IN PUBLIC FINANCE** 3 sem. hrs.

A survey of principles governing the budgeting and financing of federal, state, and local government operations provides the basis for a detailed analysis of the effects of public expenditures, taxation, and debt management on the economy of the United States.

**BUS. ED. 533 BUSINESS STATISTICS** 3 sem. hrs.

Principles applicable to and procedures used in collecting, tabulating, analyzing, presenting, and interpreting business and economic data are studied. Consideration is given to measures of central tendency, sampling, time series, correlation, and index numbers.

**BUS. ED. 534 PRINCIPLES OF INSURANCE** 3 sem hrs.

A study of principles applicable to and uses of various types of life, marine, casualty, and fire insurance contracts is supplemented by a consideration of basic legal concepts pertaining to insurance contracts and the responsibility of underwriters.

**BUS. ED. 541 RESEARCH IN MARKETING** 3 sem. hrs.

An introduction to marketing research. The course includes an analysis of typical marketing problems on which research can be used, basic research design, methods of collecting data, and research procedure and selected application of marketing research. (Prerequisite—Bus. Ed. 441)

**BUS. ED. 551 IMPROVEMENT OF INSTRUCTION IN BUSINESS**

**SKILL SUBJECTS** 2 sem. hrs.

Current practices in the teaching of shorthand, typewriting, and secretarial practice are studied with consideration given to teaching aids and evaluative devices. Up-to-date methods and techniques of instruction which have proved effective in these subject areas are carefully examined.

**BUS. ED. 552 IMPROVEMENT OF INSTRUCTION IN**

**BASIC BUSINESS SUBJECTS** 2 sem. hrs.

The contribution which basic business subjects can make to the educational program of the secondary school is emphasized. Currently accepted methods and techniques of teaching such basic business subjects as General Business, Business Law, and Elementary Economics are studied with specific attention devoted to teaching aids which may be utilized to insure effective instruction.

**BUS. ED. 553 IMPROVEMENT OF INSTRUCTION IN**

**BOOKKEEPING AND BUSINESS ARITHMETIC** 2 sem. hrs.

A study of recent developments in methods of teaching Bookkeeping and Business Arithmetic and a critical analysis of objectives serve as a basis for increasing the competence of the teacher of these subjects. Consideration is given to teaching aids designed to improve the effectiveness of classroom instruction.

**BUS. ED. 561 FOUNDATIONS OF BUSINESS EDUCATION** 2 sem. hrs.

A study of the historical beginnings and present status of business education serves as the basis for developing an understanding of the objectives of and the philosophies underlying present-day business education programs in the secondary school. Students are afforded the opportunity to become acquainted with professional literature and the contributions of professional organizations.

**BUS. ED. 562 CURRENT PROBLEMS OF BUSINESS EDUCATION** 2 sem. hrs.

The major problem areas in business education, as revealed in part by a critical analysis of current professional literature, are studied with a view to making the student conscious of changing concepts, philosophies, and objectives.

**BUS. ED. 563 EVALUATION IN BUSINESS EDUCATION** 2 sem. hrs.

The objectives of measurement in business education are examined with consideration given to the manner in which evaluative devices can be effectively used. Principles that should govern test construction, the availability and use of printed tests, and the interpretation of test results in business subjects are given attention.

**BUS. ED. 564 ADMINISTRATION AND SUPERVISION OF  
BUSINESS EDUCATION**

2 sem. hrs.

A study of principles and techniques associated with educational administration serve as the basis for a consideration of administrative and supervisory responsibilities of the business education department head. Topics discussed include departmental organization, curriculum development, teacher selection, supervision and improvement of classroom teaching, classroom planning, budgeting, maintenance of records and selection and purchase of equipment and supplies.

**BUS. ED. 581—SEMINAR IN BUSINESS EDUCATION**

3 sem. hrs.

An investigation and evaluation of completed research in Business Education. The student will compare and submit written reports which will be evaluated and which will be used as the basis for class discussions.

The following courses are open to both undergraduate and graduate students:

**BUS. ED. 450 INTRODUCTION TO DATA PROCESSING**

3 sem. hrs.

An introduction and basic orientation to the field of business data processing. Content to include information on the history and applications of equipment used in data processing, how the equipment works, and an understanding of data systems and procedures. The machines that will be used in this course are the keypunch, interpreter, collator, sorter, reproducing punch, and computer.

**BUS. ED. 451 INTRODUCTION TO COMPUTERS  
AND PROGRAMMING**

3 sem. hrs.

An introduction to computer training and programming for the computer. The various methods of programming will be included in this course. Students will be required to write, assemble, and test actual programs in the computer. (Prerequisite: Bus. Ed. 450)

**ECONOMICS**

**ECON. 513 ORIGIN AND DEVELOPMENT OF CAPITALISM**

3 sem. hrs.

Study of the transition from feudalism to capitalism and the subsequent influence of leading capitalist institutions on industry, agriculture, commerce, banking, and the social movement.

**ECON. 515 PUBLIC POLICY AND BUSINESS**

3 sem. hrs.

Public policies affecting the economy: historical, philosophical and legal basis of regulation; the rationale of free-enterprise. Intensive analysis of selected areas of economic policy related to government action.

**ECON. 531 CURRENT ECONOMIC PROBLEMS**

2 sem. hrs.

Selected economic problems of current interest and concern to our society are analyzed. In the study of these problems, a careful examination is made of basic economic principles and theories as well as the thinking of recognized economists of the past and present as revealed in their published works.

**ECON. 532 COMPARATIVE ECONOMIC SYSTEMS**

3 sem. hrs.

Analysis of the main economic activities under diverse systems of organization, influence of variations in resources, technology, and social values. Comparative treatment of Soviet-type economics, market socialism, Western "mixed" economics.

## ECON. 533 INTERNATIONAL ECONOMIC POLICIES AND RELATIONS

3 sem. hrs

An analysis of international trade. Full consideration is given to contemporary problems facing international trade and to the impact of governmental policy upon international commercial relations.

## EDUCATION

### ED. 501 MAJOR PHILOSOPHIES OF EDUCATION

3 sem. hrs.

Modern educational problems and trends are interpreted in the light of basic philosophical viewpoints. Some basic concepts and philosophies which have influenced and are influencing modern education are examined in primary sources.

### ED. 502 SCHOOL AND SOCIETY

3 sem. hrs.

The effects on the elementary school program of social class, family and community pressures, and changing patterns and standards of life in our society are studied. Basic understandings of these pressures and patterns are developed to enable the teacher to work effectively in encouraging the good and reducing the harmful impacts of social forces in relationships of children.

### ED. 503 THE HISTORY OF AMERICAN EDUCATIONAL THEORY

3 sem. hrs.

A study of the historical foundations of American educational theory with emphasis on the various individuals and schools of thought influencing the development of education in America.

### ED. 505 COMPARATIVE EDUCATION

2 sem. hrs.

Educational ideas and practices of various countries of the world are examined for their impact upon our culture and education. Particular attention is given to the relationship of European educational programs to the American philosophy and practice of public education.

### ED. 511 RECENT TRENDS IN CURRICULUM DEVELOPMENT

3 sem. hrs.

Of major concern in this course are recent curriculum developments, K-12, growing out of the ever changing role of education in American society.

### ED. 512 SELECTION AND USE OF AUDIO-VISUAL MATERIALS IN EDUCATION

3 sem. hrs.

A subject by subject survey of audio-visual materials available for use in the elementary school is made with consideration given to the most effective manner in which such materials may be used. In addition experience is provided in the preparation of materials for classroom use.

### ED. 514 HOME, SCHOOL, AND COMMUNITY RELATIONS

3 sem. hrs.

An introductory course in public relations, especially slanted to elementary school, in which a partnership philosophy between home, school, and community is developed. Principles, attitudes, and techniques to encourage community sharing in the planning of and assuming responsibility for good schools are considered.

### ED. 515 EDUCATION OF THE GIFTED CHILD

3 sem. hrs.

Principles and practices which are modifying school programs to conserve and develop to the optimum degree the capabilities of the more able children are examined. A study is made of the more promising



teaching techniques and devices used in both the elementary and the secondary school.

ED. 521 THE ELEMENTARY SCHOOL CURRICULUM 3 sem. hrs.

In this course, the student considers problems related to development, experimentation, and improvement of curriculum practices in the elementary school.

ED. 522 CURRICULUM TRENDS IN EARLY CHILDHOOD  
EDUCATION 3 sem. hrs.

This course provides an opportunity to study the changing goals and the developing programs required to meet the needs of children who enter school with a greatly increased experimental background.

ED. 523 PRACTICES IN TEACHING THE YOUNG CHILD 3 sem. hrs.

Study is made of the problems and practices involved in teaching the young child. Emphasis is placed on developmental aspects of childhood as they relate to the school program.

ED. 525 CURRENT PRACTICES IN ELEMENTARY  
SCHOOL SCIENCE 3 sem. hrs.

Problems resulting from the increased interest of children in science and the public demand for science instruction in the elementary grades are considered. Methods and materials for nurturing these interests and for implementing science instruction, within the limits of the best interests of children, are presented and evaluated.

ED. 526 FOREIGN LANGUAGE IN THE ELEMENTARY  
SCHOOL 3 sem. hrs.

A study of the problems involved in the teaching of foreign languages in the elementary school. Teaching materials are surveyed and attention is given to special techniques required for the teaching of a foreign language at the elementary school level. Observation of actual elementary school foreign language classes.

ED. 528 LANGUAGE ARTS IN THE MODERN SCHOOL 3 sem. hrs.

Through the study and evaluation of problems related to instruction in the various aspects of the elementary language arts, the position of the language arts in the curriculum will be brought into focus. Particular consideration will be given to current research and its practical application by the elementary teacher.

ED. 530 GUIDANCE IN THE ELEMENTARY SCHOOL 3 sem. hrs.

The goal of this course is to provide the teacher with an understanding of the concepts and techniques essential to the guidance process in the elementary school. Behavioral and developmental problems, and problems associated with the releasing of creative capacities of children are discussed.

ED. 533 MEASUREMENT AND EVALUATION IN THE  
ELEMENTARY SCHOOL 3 sem. hrs.

In this course, the student considers the various aspects of measurement and evaluation in the elementary school. Of particular emphasis are construction, administration, and interpretation of results of group tests of intelligence, achievement, aptitude, and personality.



- ED. 539 SEMINAR IN ELEMENTARY EDUCATION 3 sem. hrs.  
An investigation and evaluation of current thinking and research in the various aspects of elementary education. The student will investigate selected topics in the field as a basis for class discussion and consideration.
- ED. 540 PROBLEMS IN THE TEACHING OF READING 3 sem. hrs.  
The goals of this course are to provide the student with a knowledge of trends in reading instruction and to develop competence in the use of different approaches to the solution of reading problems.
- ED. 541 DIAGNOSTIC AND REMEDIAL READING 3 sem. hrs.  
Diagnostic and remedial procedures in the area of reading emphasizing both standardized and informal techniques. Analysis of extreme reading disabilities, preparation of case studies, special classes for corrective and remedial procedures. Experience with children in a laboratory situation.
- ED. 542 PSYCHOLOGICAL ASPECTS OF READING 3 sem. hrs.  
The psychological foundations of reading are considered in light of their relative effect on reading achievement.
- ED. 543 READING CLINIC I — REMEDIAL 3 sem. hrs.  
Clinical experience in the diagnosis and remediation of reading problems.
- ED. 544 READING CLINIC II — ENRICHMENT 3 sem. hrs.  
Clinical experience is given in the development of reading speed and comprehension with persons not having remedial problems.
- ED. 545 ORGANIZATION AND ADMINISTRATION OF READING PROGRAMS 3 sem. hrs.  
A course for the reading teacher and administrator who will be involved with supervising and programming responsibilities of the reading in the school curriculum.
- ED. 546 READING IN THE CONTENT AREAS 3 sem. hrs.  
Course designed for teachers in grades 4 to 8. Procedures and materials in word perception, special reading skills, vocabulary development, dictionary skills, and library techniques will be taught.
- ED. 547 SEMINAR IN READING 3 sem. hrs.  
Independent work in the study of recent research in the teaching of reading. New curriculums, materials, and procedures of teaching reading will be discussed.
- ED. 550 PROBLEMS IN GUIDANCE AND COUNSELING 3 sem. hrs.  
Topics considered in this course include the philosophy of guidance, the history of the guidance movement, and the guidance needs of children and adolescents. Methods of gathering data, the nature of school records, the interpretation of test results and inventories, the use of occupational information and data, and interviewing and counseling techniques are studied.
- ED. 551 TECHNIQUES OF COUNSELING 3 sem. hrs.  
Topics considered are the theories, principles and practices of counseling. The development and use of counseling materials such as test results, educational information, and other pertinent materials are considered.

- ED. 552 ORGANIZATION AND SUPERVISION OF GUIDANCE SERVICES 3 sem. hrs.
- In this course, the student becomes familiar with the various types of guidance organizations used in schools and their effectiveness in providing for good guidance.
- ED. 560 DEVELOPMENT OF THE SECONDARY SCHOOL CURRICULUM 3 sem. hrs.
- In this course, the student considers problems related to development, experimentation, and improvement of curriculum practices in the secondary school.
- ED. 561 MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL 3 sem. hrs.
- In this course, the student considers the various aspects of measurement and evaluation in the elementary school. Of particular emphasis are construction, administration, and interpretation of results of group tests of intelligence, achievement, aptitude, and personality.
- ED. 567 BSCS METHODS AND PHILOSOPHY 3 sem. hrs.
- Study of the rationale and methods of instruction in the BSCS biology program. Consideration will be given to invitations to inquiry, specialized laboratory procedures, test question construction, the laboratory block program, the S-M (slow materials) program, the second level program, and various student and teacher aids and materials of the BSCS program. Selected BSCS laboratories will be conducted.
- ED. 568 PROBLEMS OF TEACHING THE FOREIGN LANGUAGES 3 sem. hrs.
- A study of the problems involved in the teaching of foreign languages in the modern school. Emphasis will be placed on examination of the latest research concerning the teaching of foreign languages, techniques of using the language laboratory, and other commercial materials available in the field.
- ED. 581 COLLEGE CURRICULUM AND TEACHING 3 sem. hrs.
- A study of current thinking in the development of programs in higher education and of the problems of teaching in higher education.
- ED. 591 FOUNDATIONS OF EDUCATIONAL RESEARCH 3 sem. hrs.
- In this course students are introduced to research and its practical application to professional problems. The student is acquainted with the methods and techniques used in educational research, and the manner in which statistical data should be interpreted and evaluated.
- ED. 599 MASTERS RESEARCH PAPER 3 sem. hrs.
- An opportunity is provided for the student to demonstrate his ability to employ accepted methods of educational research in the solution or intensive study of some problem area of interest or concern to him. The problem area selected for the research project must be related to the curriculum which the student is pursuing.

## ENGLISH

- ENG. 501 STRUCTURE OF ENGLISH 3 sem. hrs.
- A study of the phonology, morphology, structural syntax, and graphemics of modern American English.

ENG. 502 HISTORY OF THE ENGLISH LANGUAGE 3 sem. hrs.

A diachronic study of phonological, morphological, syntactic, graphemic and vocabulary changes in the English language from the Old English period to the present.

ENG. 503 INTRODUCTION TO LITERARY RESEARCH  
AND BIBLIOGRAPHY 3 sem. hrs.

A brief survey of the history of literary scholarship, with special reference to the development of the various schools of modern scholarly practice. Detailed study of book production (collation, editing and publication.) Practice in the preparation of specialized bibliographies and in the planning of scholarly projects.

ENG. 505 LITERARY CRITICISM 3 sem. hrs.

An examination in depth of major critics from Aristotle to the present. Emphasis on application of critical principles to primary genre—drama, novel, poetry—and on independent study in varied areas of literature and aesthetics.

ENG. 521 CONTEMPORARY SHORT STORY 3 sem. hrs.

Study of the main lines of development of the short story from the mid-nineteenth century to the present. Attention is given to individual writers, especially major figures; to analysis and evaluation of individual stories; and to the characteristics of the genre.

ENG. 522 MODERN DRAMA 3 sem. hrs.

A study of the main forces and movements in modern drama through selected dramatists from the time of Ibsen.

ENG. 524 CONTEMPORARY NOVEL 3 sem. hrs.

A study of the writers and the trends of the novel in the modern era, with emphasis on British and American works.

ENG. 526 MODERN POETRY 3 sem. hrs.

Reading of a comprehensive selection of modern poetry, British and American. Emphasis on appreciating the art of the poems, on recognizing the modern spirit in them, and on viewing them as part of a historical development of poetic tradition.

ENG. 531 SEMINAR 3 sem. hrs.

For advanced students near graduation. Each student in Seminar will pursue his own line of study under the guidance of the instructor and in an area of study determined by the student and his advisor. Notice of intention to register for Seminar must be given the instructor of the course at least two months before the course begins.

ENG. 532 MAJOR BRITISH AUTHORS 3 sem. hrs.

Study of one or more major writers in English literature. Authors included will vary with each presentation of the course.

ENG. 542 EARLY ENGLISH DRAMA 3 sem. hrs.

Studies the growth of a native drama from the middle ages to the closing of the theatres in 1642, including mysteries, moralities, and interludes. Emphasis is on Shakespeare's contemporaries: Kyd, Greene, Marlow, and Jonson.

- ENG. 543 CHAUCER 3 sem. hrs.  
Close study of Chaucer's major works with emphasis on the mind and art of Chaucer and considerable attention to the Middle English language. Medieval background and various specialized scholarly problems are also dealt with.
- ENG. 547 ELIZABETHAN POETRY 3 sem. hrs.  
Elizabethan poetry, particularly the sonnet, lyric, and narrative of the 1590's, is examined for structure, origins, and influence. Students are encouraged to develop topics on the works of individual poets.
- ENG. 548 SPENSER 3 sem. hrs.  
A study, generally in chronological order, of most of Spenser's poetry and some of his prose work. Emphasis is given to the fusion of renaissance and reformation currents in his thought and art, to his great poetic resourcefulness, and to his influence on later English poetry.
- ENG. 549 SHAKESPEARE 3 sem. hrs.  
A few selected plays are closely read. From this study are developed topics in biography and dating, textual history, sources, and contemporary and earlier intellectual influences.
- ENG. 554 MILTON 3 sem. hrs.  
A comprehensive study of all the poetry and a selected group of the prose works of John Milton. Special reference to the chronology of the works and to evidences of the expanding genius of the author.
- ENG. 556 RESTORATION AND LATER DRAMA 3 sem. hrs.  
Examines trends in comedy and tragedy from the reopening of the theatres in 1660 through the 1770's. Among the dramatists studied are Congreve, Dryden, Wycherly, Steele, Goldsmith, and Sheridan. Also considers the French influences.
- ENG. 559 THE AGE OF JOHNSON 3 sem. hrs.  
Examines in depth the work of such major figures of the Augustus era as Swift, Fielding, Sterne, Addison, Goldsmith, Pope, Johnson, Burns, and Blake. Independent research is based chiefly on studies of minor authors of the period.
- ENG. 563 19TH CENTURY NOVEL 3 sem. hrs.  
Traces the development of the novel as a major literary form of the Victorian age. A close study of the work of such major English novelists as Austen, Scott, the Brontes, Dickens, Thackeray, Trollope, and Eliot. In addition, supplementary readings in other novelists of the period, and in secondary source materials.
- ENG. 565 ENGLISH ROMANTIC POETS 3 sem. hrs.  
Careful study of important segments of the work of the major Romantic poets to disclose the characteristics of the work and thought of each writer. Some attention given to background of the period and its literary forebears and descendants. Inclusion of minor poets will vary with the instructor's purposes.
- ENG. 569 VICTORIAN LITERATURE 3 sem. hrs.  
A study in depth of some aspect or combination of aspects of literary significance in the Victorian Age—author (s), genre, specific works.

ENG. 582 AMERICAN LITERATURE: EARLY 3 sem. hrs.

A study of such major prose writers and poets of Colonial and Federalist America as Mather, Taylor, Edwards, Woolman, Franklin, Paine, Jefferson, Freneau, Irving, and Bryant. Stresses the nature of Puritanism and the role it played in the literature of these periods.

ENG. 583 AMERICAN LITERATURE: MIDDLE 3 sem. hrs.

An examination of the major American writers in the American Renaissance and other important figures of the 19th century; de Tocqueville, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, Lincoln, and James. Particular emphasis will be given to the reaction of these writers to Puritanism and the imaginative literature stemming from it.

ENG. 584 AMERICAN LITERATURE: MODERN 3 sem. hrs.

Since much of 20th century American literature achieves its greatest intensity in being critical of native traditional values, the course will examine such representative writers as Allen, Krutch, Dreiser, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Eliot, Steinbeck, Ellison, and Bellows.

ENG. 587 MAJOR AMERICAN AUTHORS 3 sem. hrs.

Study of one or more major writers in English literature. Authors included will vary with each presentation of the course.

ENG. 591 IDEAS OF GOOD AND EVIL IN WESTERN LITERATURE 3 sem. hrs.

Selected works in Western Literature that deal with the problem of good and evil are surveyed. Among those studied are the *Book of Job*, Sophocles' *Oedipus*, Plato's *Euthyphro* and *Symposium*, Montaigne's *Essays*, Shakespeare's *King Lear*, Goethe's *Faust*, Milton's *Samson Agonistes*, Balzac's *Pere Goriot*, Dostoevsky's *Brothers Karamazov*, and shorter works of Hawthorne, James, and Melville. (Not open to English majors).

ENG. 594 THE THEORY AND SPIRIT OF COMEDY 3 sem. hrs.

A variety of comedies are read, beginning with Aristophanes and early classical comedy, and running through romantic comedy, the comedy of manners, sentimental comedy, and farce. Discussion will center around the nature of comedy and laughter based upon a careful study of such critics as Aristotle, Bergson, and Meredith. (Not open to English majors).

ENG. 595 THE EPIC TRADITION IN MODERN LITERATURE 3 sem. hrs.

Beginning with an analysis of the structure and spirit of a representative epic poem, an attempt will be made to show the extent to which the epic impulse has permeated certain great works of modern fiction including novels of Cervantes, Fielding, Tolstoy, Melville, Joyce, and Faulkner. (Not open to English majors).

## GEOGRAPHY

GEOG. 501 EVOLUTION OF GEOGRAPHIC THOUGHT 3 sem. hrs.

Evolution of concepts concerning the nature of geography, scope, and methodology of the subject. The history of geographic ideas from the early Greek, Roman, and Arab geographies to the present era is studied. Special emphasis is given to the British, French, German, and American schools of geographic thought.



GEOG. 523 THE GEOGRAPHY OF SETTLEMENT 3 sem. hrs.

The course treats of the facilities men build in the process of occupying an area ranging from the primitive to that of the complex urban agglomeration. The bases upon which settlements are founded and nurtured and their site, situation, external relationships, and internal structure and morphology are primarily considered.

GEOG. 524 GEOGRAPHY OF TRADE AND TRANSPORTATION 3 sem. hrs.

Basic concepts and principles of trade and transportation geography are developed and studied. Problems that deal with land, and air transportation are discussed together with the establishment of ports, railroad centers, and airways to handle commodity exchanges. Particular emphasis is placed upon trade and transportation as important geographic factors in regional development.

GEOG. 548 POLITICAL GEOGRAPHY 3 sem. hrs.

Geography foundations of political events and conditions are the basis for this course. Concern is given to the geographic factors significant in the formation, growth, and political behavior of states with problems such as boundaries, population distribution and other similar tensions.

GEOG. 549 GEOGRAPHY OF WORLD RESOURCES  
AND INDUSTRIES 3 sem. hrs.

A survey is made of the lands and seas of the world in terms of climate, soils, natural vegetation, energy sources, minerals, and fishery products. Study is also made of the industrial production and potential, its availability and the distribution of products.

GEOG. 556. GEOGRAPHY OF PENNSYLVANIA 3 sem. hrs.

This course involves the development of regional understandings of Pennsylvania, emphasizing man's response to his changing environment. Special attention is given to the resources of the state, their extent, their use, and the need for a well-planned conservation program.

GEOG. 560 GEOGRAPHY OF SOUTH AMERICA 3 sem. hrs.

A consideration of the geography of South America provides an opportunity to evaluate the relative importance of environmental and cultural factors in accounting for the existence of empty and overcrowded land in the same country. Problems such as this, with implications for the entire "underdeveloped" world, are examined from the geographic point of view.

GEOG. 566 GEOGRAPHY OF ANGLO-AMERICA 3 sem. hrs.

An advanced course, treating in detail some of the dynamic changes taking place in the United States and Canada which are affecting the size, shape, and character of the traditional geographic regions with reference to technology, social, and demographic conditions. Varied domestic and international policies and agreements and alterations in the resource base are among the major considerations.

GEOG. 571 GEOGRAPHY OF AFRICA SOUTH OF THE  
SAHARA 3 sem. hrs.

Special attention is given to the rapid political and technical change as affected by geography. These aspects, as well as the traditional interests of the regional geographer are examined against the background of the problems presented by the physical geography of this unique part of the world.

GEOG. 575 GEOGRAPHY OF WESTERN AND MEDITERRANEAN EUROPE 3 sem. hrs.  
 An intensified treatment of selected areas of Western and Mediterranean Europe in terms of physical, economic, and cultural circumstances from the viewpoint of geographic influence.

GEOG. 576 GEOGRAPHY OF SOUTH AND EAST ASIA 3 sem. hrs.  
 The physical, economic, and cultural geography of South and East Asia—Pakistan through Manchuria. Present circumstances and world relationships receive emphasis.

GEOG. 590 SEMINAR IN GEOGRAPHY 3 sem. hrs.  
 The individual student will pursue in depth selected topics in Geography that will vary according to the student's interest and need, and which will provide bases for seminar discussion.

The following courses are open to both undergraduate and graduate students. For course descriptions see the 1967-68 COLLEGE CATALOG.

GEOG. 353 PHYSIOGRAPHY 3 sem. hrs.

GEOG. 356 METEOROLOGY 3 sem. hrs.

GEOG. 357 GEOLOGY 3 sem. hrs.

## HISTORY

HIST. 510 READINGS IN CLASSICAL ANTIQUITY 3 sem. hrs.  
 Readings, reports and discussions on selected topics in the history of ancient Greece and Rome.

HIST. 511 READING IN MEDIEVAL EUROPEAN HISTORY 3 sem. hrs.  
 Readings, reports, and discussions on selected topics in medieval European history.

HIST. 512 READINGS IN MODERN EUROPE TO 1900 3 sem. hrs.  
 Readings, reports, and discussions on selected topics in European history from the close of the middle ages to the end of the nineteenth century.

HIST. 518 READINGS IN THE HISTORY OF THE SOVIET UNION 3 sem. hrs.  
 Readings, reports, and discussion on selected topics in the history of the USSR.

HIST. 526 EUROPEAN IMPERIALISM SINCE 1870 3 sem. hrs.  
 A study of the colonial policy of the major European colonial powers in Africa, Asia, and Melanosi'a, its impact upon mother country and colonies, and the dissolution of colonial empires after World War II.

HIST. 530 HISTORY OF EUROPE, 1900-1923 3 sem. hrs.  
 An analysis of the internal and external policies of the European powers, the crisis leading to World War I, the military campaigns, the peace treaties of 1919, and the upheavals following the new distribution of power.

HIST. 532 HISTORY OF EUROPE, 1923-1945 3 sem. hrs.  
 An analysis of the political and economic crises of the 1920's, the rise of dictatorship and the political crisis leading to the Second World War, the campaigns and diplomacy of the war, and the condition in which it left the belligerents.

- HIST. 534 THE EUROPEAN UNIFICATION MOVEMENT 3 sem. hrs.  
An analysis of the efforts of the Western European nations to achieve economic, military, and political unity since 1945.
- HIST. 536 THE COLD WAR 3 sem. hrs.  
An analysis of the causes, characteristics, and evolution of the Cold War from 1947 to the present.
- HIST. 541 READINGS IN THE CONTEMPORARY FAR EAST 3 sem. hrs.  
Readings, reports, and discussions on selected topics in the recent history of China, Japan, and Southeast Asia.
- HIST. 542 READINGS IN THE NEAR AND MIDDLE EAST  
AND AFRICA 3 sem. hrs.  
Readings, reports, and discussions on selected topics in the history of these regions.
- HIST. 552 }  
HIST. 554 } TITLES TO BE ANNOUNCED 3 sem. hrs. ea.  
HIST. 556 }
- HIST 571 READINGS IN THE UNITED STATES SINCE 1790 3 sem. hrs.  
Readings, reports, and discussions on topics selected from business, cultural, diplomatic, economic, intellectual, military, political, and social history of the United States.
- HIST. 580 UNITED STATES—LATIN AMERICAN RELATIONS 3 sem. hrs.  
Diplomatic exchanges between the United States and the twenty Hispanic American republics are examined as well as various economic, cultural, and social contacts. Also considered are factors that have contributed to a lack of hemispheric solidarity.
- HIST. 581 UNITED STATES AND FAR EASTERN RELATIONS 3 sem. hrs.  
An analysis of the interest and concern of United States diplomacy with the Far East from the mid-nineteenth century to the present. Particular attention is given to changing relations with the Philippines, China, and Japan and to various attempted solutions to regional problems.
- HIST. 582 THE UNITED STATES AS A WORLD POWER 3 sem. hrs.  
The emergence of the United States into the world order, its roles in the Councils of the world, its responsibilities in world leadership, its encouragement of democratic systems are analyzed.
- HIST. 585 COLONIAL AMERICAN INSTITUTIONS 3 sem. hrs.  
An analysis of the roles of religious, educational, philanthropic, political, and business institutions in America before 1790.
- HIST. 586 AMERICAN URBAN HISTORY 3 sem. hrs.  
An analysis of the origins and consequences of the growth of urban centers upon American economic, political and social institutions.
- HIST. 587 EASTERN AMERICAN REGIONS 3 sem. hrs.  
An analysis of the distinctive problems and roles of selected regions, including New England, the Middle Atlantic states, the "Old Northwest," and the South.

- HIST. 588 THE TRANS-MISSISSIPPI WEST 3 sem. hrs.  
An analysis of the origins, course, and consequences of American expansion across the Mississippi River.
- HIST. 590E SEMINAR IN EUROPEAN HISTORY 3 sem. hrs.  
Lectures, reports, and a research paper on a predesignated area of European history.
- HIST. 590N SEMINAR IN NON-WESTERN HISTORY 3 sem. hrs.  
Lectures, reports, and a research paper on a predesignated area of non-Western history.
- HIST. 590U SEMINAR IN UNITED STATES HISTORY 3 sem. hrs.  
Lectures, reports, and a research paper on a predesignated area of United States history.
- HIST. 594 COLLOQUIUM IN MODERN EUROPEAN HISTORY 3 sem. hrs.  
Intensive readings and discussion of major interpretations of modern European history.
- HIST. 595 COLLOQUIUM IN RECENT NON-WESTERN HISTORY 3 sem. hrs.  
Intensive readings and discussion of major interpretations of major non-Western areas and their history.
- HIST. 596 COLLOQUIUM IN UNITED STATES HISTORY 3 sem. hrs.  
Intensive readings and discussion of major interpretations of United States history.
- HIST. 599 MASTERS RESEARCH PAPER 3 sem. hrs.  
Independent research and preparation of a selected research topic in European, non-Western, or United States history. A designation after the course number of E, N, or U will be granted upon completion of the topic and according to the subject of the topic.

## MATHEMATICS

- MATH. 502 MODERN MATHEMATICS FOR THE ELEMENTARY SCHOOL 3 sem. hrs.  
This course covers the establishment of newer practices in the development of mathematical concepts. The various modern concepts of mathematics are studied.

## POLITICAL SCIENCE

- POL. SCI. 511 PROBLEMS OF UNITED STATES GOVERNMENT 3 sem. hrs.  
Some underlying structural problems emanating from the clash of constitutional theories are explored. The background of other difficulties that arise in the policy areas, such as unemployment, conservation, and public health, are examined.
- POL. SCI. 513 PUBLIC ADMINISTRATION 3 sem. hrs.  
Current trends and problems in the functions of the departments, agencies and commissions will be examined. The role of governmental regulation and control, the principles of organization and the essentials of planning will be considered.

POL. SCI. 517 UNITED STATES FOREIGN POLICY 3 sem. hrs.

This course deals with the basic considerations which determine our foreign policy, the policy-making machinery, the implementation of the policy, the constants and variables in our foreign policy, and current foreign policy problems.

POL. SCI. 518 CONSTITUTIONAL LAW 3 sem. hrs.

Constitutional growth, because of the interpretative power of judicial reviews, is analyzed, particularly in relation to its recent impact on civil rights, religious and economic matters, and other spheres of American life.

POL. SCI. 525 INTERNATIONAL LAW AND ORGANIZATION 3 sem. hrs.

The generation of the idea of international courts and law is traced. The rise of many international organizations is explored, with particular emphasis on the League of Nations, the United Nations, and several regional organizations.

POL. SCI. 533 CONTEMPORARY POLITICAL THEORY 3 sem. hrs.

The contributions of major political thinkers from the 17th through the 20th centuries are examined together with the ideas of selected minor political philosophers and the political themes of the age.

POL. SCI. 541 POLITICAL PROBLEMS OF SELECTED EMERGENT NATIONS 3 sem. hrs.

Neutralism, non-alignment, and other ideologies of emergent nations are explored. The political implications of economic development in the new states are considered.

POL. SCI. 590 SEMINAR IN POLITICAL SCIENCE 3 sem. hrs.

The individual student will pursue in depth selected topics within the central political science problem which is being studied, and relate its significance to the whole. Student initiative, originality, and resourcefulness are encouraged.

The following course is open to both undergraduate and graduate students. For course descriptions see the 1967-68 COLLEGE CATALOG.

POL. SCI. 433 HISTORY OF POLITICAL THOUGHT 3 sem. hrs.

## PSYCHOLOGY

PSY. 511 SEMINAR IN CHILDHOOD AND ADOLESCENCE 3 sem. hrs.

The general characteristics of child and adolescent growth are reviewed with special attention given to motor and physiological, social, emotional, language, intellectual, and interest development. The influences of home, school, community, and institutional life on human development are considered.

PSY. 521 PSYCHOLOGICAL TESTING—GROUP 3 sem. hrs.

This course is designed to familiarize students with various psychological tests, scales, and inventories that may be used in public schools to develop educational programs and provide guidance services that will lead to satisfactory personal adjustment of students. Laboratory experiences in psychological testing will comprise a portion of the course.

PSY. 531 ANALYSIS OF THE INDIVIDUAL 3 sem. hrs.

The specific nature of those facets of human capacitance and behavior affecting performance is considered in depth in this course.



PSY. 576 THEORIES OF HUMAN LEARNING

3 sem. hrs.

In this course the student examines the nature of learning, current theories of learning and retention, and related factors. Emphasis is placed on application in the classroom.

SOCIOLOGY

SOC. 511 SOCIAL INSTITUTIONS

3 sem. hrs.

Emphasis is given to the family as the basic unit in meeting human needs; comparative study of the larger social institutions; impact of cultural and special interest groups on American society.

SOC. 513 ADOLESCENT IN AMERICAN SOCIETY

3 sem. hrs.

A study of the American adolescent, his development in the society, and his influence on society. Problems concerning the adolescent as considered in light of current thinking and research.

SOC. 523 THE CONTEMPORARY AMERICAN COMMUNITY 3 sem. hrs.

Function of the local area in the meeting of human needs; rural, urban and metropolitan areas of social and economic organization; role of public and voluntary health, welfare and recreational agencies.

SOC. 524 COMPARATIVE CULTURES

3 sem. hrs.

Intensive analysis of selected non-literate societies, illustrating various degrees of complexity in material and non-material culture, and the relation of the individual to them; utilization and audio-visual background material.



Experiments in the Physical Sciences

## SPECIAL EDUCATION

### SPEC. ED. 501 ADMINISTRATION AND SUPERVISION OF EDUCATION FOR EXCEPTIONAL CHILDREN 2 sem. hrs.

Criteria for administrative and supervisory leadership are evaluated in relation to services rendered classroom teachers. Analysis is made of the administrator's role in screening, diagnosis, guidance and placement. The functions of administrators to specialized personnel and to personnel in an organization are reviewed.

### SPEC. ED. 559 SEMINAR IN EDUCATION OF EXCEPTIONAL CHILDREN 2 sem. hrs.

Consideration is given to problems which are of individual interest to the student. Selection of a plan for study of problems is co-ordinated with presentation of procedures, progress, and outcomes in seminar sessions which will vary each semester.

The following course is open to both undergraduate and graduate students. For course descriptions see the 1967-68 COLLEGE CATALOG.

### SPEC. ED. 416 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 3 sem. hrs.

## SPEECH CORRECTION

### SP. CORR. 501 FOUNDATIONS OF SPEECH AND HEARING EDUCATION 3 sem. hrs.

Historical review and analyses are made concerning the evolution of the profession. Interdisciplinary aspects are examined. Organizational, administrative, and legal areas are evaluated as they relate to education and the profession.

### SP. CORR. 504 CURRENT SPEECH AND HEARING PRACTICES IN PUBLIC SCHOOLS 3 sem. hrs.

Present practices and philosophies in public schools are examined. Merits of existing programs are considered. Educational structures, national, state, and local requirements are reviewed. Research, trends, and advance practices in the field are considered. Includes analyses of equipment, materials, record-keeping procedures, and related audio-visual-kinesthetic materials.

### SP. CORR. 511 ORGANIC DISORDERS OF ARTICULATION 3 sem. hrs.

Etiology, diagnosis, and treatment of organic factors are subjected to intense study. Emphasis is focused on articulatory abnormalities of speech processes caused by cerebral palsy and cleft palate insults. Implications of disorders for developmental age levels are considered.

### SP. CORR. 512 SEMINAR IN APHASIA AND ALLIED SYMBOLIZATION DISORDERS 3 sem. hrs.

Study is made of selected topics related to aphasic and dysphasic injuries of the central nervous system; review of literature, critique, research problems; and clinical methodology. Topics will vary each semester according to needs of students and research developments.

### SP. CORR. 532 HEARING AIDS AND AUDITORY TRAINING 3 sem. hrs.

Theoretical and clinical analyses of literature are evaluated in relation to educational and other rehabilitative measures available to individuals with serious organic and non-organic hearing problems. Study, interpretation, and evaluation of modern instruments and tests are included.

SP. CORR. 541 SEMINAR IN STUTTERING 3 sem. hrs.

Consideration is given to selected topics related to stuttering and to stuttering behavior and may include diagnosis, therapy or related implications and research. Topics will vary each semester according to needs of students and developments related to stuttering.

SP. CORR. 553 SPEECH PATHOLOGY PRACTICUM 3 sem. hrs.

Special clinical problems of clients are considered through advanced study and experience. Internships may be arranged in approved institutions or schools. Problem areas and student practicums must be approved by graduate advisor.

SP. CORR. 554: CLINICAL PRACTICUM FOR HEARING DISORDERS 3 sem. hrs.

Hearing losses and deafness affecting the personal, socio-economic adjustment of individuals are evaluated and treated through supervised study and experience.

Internships may be arranged in approved private and public institutions. Proper arrangements relating to student interest must be approved by graduate advisor.

SP. CORR. 561 VOICE AND LANGUAGE DISORDERS 3 sem. hrs.

Differential diagnosis and therapeutic methods are evaluated for organic and functional disorders. Particular attention is given to vocal processes and pathologies associated with laryngectomies, vocal nodules and ulcers, vocal band paralysis, psychogenic disturbances, foreign dialects, dysarthrias, language deficiencies resulting from sensorineural hearing impairment, and problems associated with voice quality and nasality. Clinical tests and instrumentation are appraised.

SP. CORR. 571 SEMINAR IN SPEECH PATHOLOGY 3 sem. hrs.

Consideration is given to selected theoretical and clinical areas of speech pathology and related disciplines. Selected areas may include clinical and research topics pertaining to student needs. Areas to be selected will vary each semester.

SP. CORR. 572 SEMINAR IN AUDIOLOGY 3 sem. hrs.

Analysis, interpretation, and study are made of selected areas in audiology and related disciplines that may include education, psychology, otology, rehabilitation, and other fields. Topics selected will vary each semester according to developments in research and according to student needs.

SP. CORR. 575 SPEECH AND VOICE SCIENCE 3 sem. hrs.

Historical review, interpretation, and application of literature dealing with experimental and practical phonetics are emphasized. Advanced study of kinesiologic phonetics and phonetic metamorphology is studied in relation to anatomical and physiological processes of the speaking act. Evaluation also is made of diagnostic tests and instruments developed to measure physiological and other properties of speech and acoustics.

The following courses are open to both undergraduate and graduate students. For course descriptions see the 1967-68 COLLEGE CATALOG.

SP. CORR. 452 ANATOMY OF SPEECH AND HEARING MECHANISMS 3 sem. hrs.

SP. CORR. 491 MEASUREMENT OF HEARING LOSS 3 sem. hrs.

## TEACHING OF THE MENTALLY RETARDED

### TMR 502 CURRENT PROBLEMS IN SPECIAL EDUCATION

FOR THE MENTALLY RETARDED

3 sem. hrs.

Learning theories and research are interpreted and applied to regular and special class instruction. Aims and concepts in educational diagnosis are given intense study. Processes of identification, stimulation, and intellectual development are analyzed.

### TMR 503 EDUCATIONAL AND VOCATIONAL GUIDANCE

FOR THE MENTALLY RETARDED

3 sem. hrs.

Criteria for ultimate adjustment, achievement, and other goals are examined. Occupations are considered relative to satisfactory employment. Relationship of vocational guidance and age level to long range curricular planning is studied. Philosophies of vocational programs for mentally retarded are reviewed.

### TMR 504 ORGANIZATION OF SPECIAL CLASSES FOR

MENTALLY RETARDED CHILDREN

3 sem. hrs.

Role of the special class teacher within the school and in relation to other teachers and principal is examined. Relationships of special class pupils to other pupils are evaluated for various age levels.

### TMR 511 EDUCATION OF CHILDREN WITH RETARDED

MENTAL DEVELOPMENT IN THE ELEMENTARY SCHOOL 3 sem. hrs.

Study is made of the philosophies and teaching methods of various curricular plans developed for readiness levels and primary learners. Included also are diagnostic evaluations of educational problems confronting teachers; consideration of techniques useful in evaluating daily pupil progress; and evaluation of research, materials, and instruments.

### TMR 512 EDUCATION OF INTERMEDIATE CHILDREN

WITH RETARDED MENTAL DEVELOPMENT

3 sem. hrs.

Philosophies and teaching methods of major curricular plans are appraised and related to the mentally retarded having appropriate chronological ages. Articulation of intermediate age levels to primary and older youth levels is considered. Research, materials, and equipment are evaluated.

### TMR 521 EDUCATION OF CHILDREN WITH RETARDED

MENTAL DEVELOPMENT IN THE SECONDARY SCHOOL 3 sem. hrs.

Appraisal of philosophies, curriculums, and teaching methods is made in relation to learners enrolled in older youth or secondary level programs. Analysis of academic programs with on-the-job and vocational programs is included; appropriate research, materials, equipment and resources are evaluated.

### TMR 531 TEACHING READING TO THE MENTALLY

RETARDED

3 sem. hrs.

Goals and methods for various developmental reading levels are interpreted and applied. Analysis and use of teacher-prepared materials includes story writing related to pupil experiences and interests. The reading method is co-ordinated with other curricular areas and includes special techniques for individual problems of learning.

**TMR 532 LANGUAGE AND SPEECH PROBLEMS  
OF THE MENTALLY RETARDED**

3 sem. hrs.

Review of research and analysis of language and speech development are emphasized in relation to intellectual development. Cultural background and other influences are explored. Criteria and techniques for developing language and speech in the special class are studied. Role of the speech correctionist and others to teachers is identified.

**TMR 541 BEHAVIOR AND ADJUSTMENT OF THE  
MENTALLY HANDICAPPED**

3 sem. hrs.

Problems of school achievement and of home and school adjustment are explored and analyzed. Factors causing a typical behavior at school and within special classes are given careful attention. Cultural and familial influences are studied.

**TMR 542 PSYCHOLOGY OF MENTAL RETARDATION**

3 sem. hrs.

Intensive review of research pertaining to etiology of mental retardation, of classification systems, and of diagnosis is made. Included are studies of brain injury, familiar retardation, research on learning characteristics, and evaluation of psychological tests. Criteria distinguishing mental retardation from other problems are examined.

**TMR 544 TESTS AND REMEDIAL WORK FOR THE  
MENTALLY RETARDED**

3 sem. hrs.

Evaluation and experience are provided in the use of diagnostic tests. Includes consideration of causes for educational retardation, remedial techniques for language arts and other curricular areas. Experience is arranged for development of skills in remedial work, in writing, and in interpreting case histories and reports.

**TMR 545 MANUAL SKILLS AND ANALYSIS OF  
JOB AREAS**

3 sem. hrs.

Investigation and analysis are concerned with manual skills at various developmental levels. Research criteria and information are applied to job-performance and adjustment, and to the community, and to job-opportunities. Experience is provided in job-analysis for skills involved, and in surveying job-adjustments of retarded adults.

**TMR 552 ADVANCED STUDENT TEACHING INTERNSHIP**

3 sem. hrs.

Opportunity is provided for selection of unique classroom problems and for an intensive analysis of pupil problems. Supervised teaching experiences in residential or public schools are planned and made available for the solution of problem areas. Evaluation of results is made for problem areas considered.



## TENTATIVE GRADUATE CALENDAR

### 1967-1968 ACADEMIC YEAR

- September 13—Final date of registration for first semester.
- September 14—Classes begin for First Semester.
- November 21—Thanksgiving recess begins at 12 noon.
- November 27—Thanksgiving recess ends at 8:00 a.m.
- November 27—Final date for submitting of completed Research Projects to Director of Graduate Studies for distribution to the committee members if January graduation is desired. The time of the final oral examination of the Research will be set at this time.
- December 9—Final date for submitting application for graduation for the January graduation (including payment of graduation and binding fees)
- December 16—Final date for completion of Research Projects, Departmental Papers and/or Comprehensive examinations, for January graduation.
- December 16—Christmas recess begins at 1:00 p.m.
- January 2—Christmas recess ends at 8:00 a.m.
- January 20—End of First Semester Classes.
- January 25—January Graduation.
- February 1—Final date of registration for second Semester.
- February 2—Second Semester Classes begin.
- March 1—Spring recess begins at 12:00 noon.
- March 5—Spring recess ends at 8:00 a.m.
- April 1—Final date for submitting of completed Research Projects to Director of Graduate Studies for distribution to the committee members if May graduation is desired. The time of the final oral examination of the Research will be set at this time.
- April 10—Easter recess begins at 5:00 p.m.
- April 16—Easter recess ends at 8:00 a.m.
- April 16—Final date for submitting application for graduation for the May graduation (including payment of graduation and binding fees).
- April 16—Final date for completion of Research Projects, Departmental Papers and/or Comprehensive Examinations, for May graduation.
- May 25—Second Semester ends at end of classes.
- May 26—May graduation.

### SUMMER 1968

- June 3 to June 21—Three Week Pre-Session.
- June 24—Final date for submitting of completed Research Projects to Director of Graduate Studies for distribution to committee members if August graduation is desired. The time of final oral examination of the Research will be set at this time.
- July 8—Final date for submitting application for graduation for the August graduation (including payment of graduation and binding fees).
- July 8—Final date for completion of Research Projects, Departmental Papers, and/or Comprehensive Examinations for August graduation.
- June 24 to August 2—Main Session.
- August 5 to August 23—Three-week Post Session.

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CARVER HALL